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ABSTRACT

This is the final report on a study conducted to identify impediments to the hiring, promotion, and tenure of Blacks and Hispanics in predominantly White colleges and universities. The study also analyzed the problems facing Asians, who were contrasted with Blacks and Hispanics. Section I presents an executive summary of the findings from a questionnaire survey of professionals employed in colleges and universities in New York, New Jersey, and Connecticut. Based on the findings, the issues most salient to the hiring, promotion, and tenure of minorities are used to formulate recommendations in Section II of the report. In Section III, responses to the questionnaire by race, ethnicity, and sex are presented. Interviews conducted with white administrators in predominantly white universities are summarized in Section IV. In Section V, the highlights from the Tri-State Minority Faculty Conference are presented. Nine appendices give supplementary information concerning the questionnaire survey, the study, and the conference. (CMG)

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TRI-STATE MINORITY FACULTY EMPLOYMENT OPPORTUNITY PROJECT

FINAL REPORT

GRANT NOS. 790-0338 & 815-0215

PRESENTED TO

THE FORD FOUNDATION

ED236261

UD 023 104

TRI-STATE MINORITY FACULTY EMPLOYMENT OPPORTUNITY
PROJECT

Project Director

Carol S. Gibson

Principal Investigator

Walter W. Stafford, Ph.D.

Research Associate

Carol White

Research Assistant

Edwin P. Dei

Special Assistant

Stephan Dixon

MAY 1982

PURPOSE OF THE PROJECT

The Background and Purpose of the Project

The purpose of this report is to examine the impediments to the hiring, promotion and tenure of blacks and Hispanics in predominately white colleges and universities. The study also analyzed the problems facing Asians in academia. They were considered a contrast group to many of the problems faced by black and Hispanics. The study grew out of discussions between Dr. Benjamin Payton, now the President of Tuskegee Institute, who was then a Program Officer in the Education Division of the Ford Foundation, and Clarence D. Coleman, now the Dean of Social Work at Atlanta University, who was then the Vice President for Field Operations at the National Urban League. Both organizations were concerned with the growing number of complaints by black and Hispanic professionals about discrimination at predominately white universities, as well as the small pool of candidates available for faculty positions. The Ford Foundation had already made a major contribution to increasing the pool of candidates by providing financial support for blacks, Hispanics, and other minorities pursuing doctoral degrees.

In 1979, the Ford Foundation funded the National Urban League to identify the impediments to professional mobility and to develop strategies which could be implemented by the National Urban League affiliates and institutions of higher education to ensure a minority representation among faculty and administrators at the predominately white colleges and universities in the three states of New York, New Jersey and Connecticut. The colleges and universities in the three states are representative of a cross section of public and private institutions in the nation, and it

was assumed that the findings and the strategies would be applicable to other geographical areas. The universities and colleges in the three states included the elite private universities such as Yale, Columbia, Princeton and New York University; the major municipal university in the nation, the City University of New York; the second largest state supported system of higher education in the nation, the State University of New York, in addition to a variety of two and four year colleges.

Acknowledgements

There were a large number of persons who assisted us in this project. The Advisory Group members are listed on the following page, however, we owe special thanks to Professor Hylan Lewis who was a patient advisor on all aspects of the study. We also want to express gratitude to the following people: Dr. Clifton R. Wharton, Jr., Chancellor, State University of New York; Ms. Evelyn Patterson, Assistant to the President, New York University; Mr. George Maginley, Director of Affirmative Action, City University of New York, Board of Higher Education; Dr. Madelon Stent, Professor, City College of New York; Ms. Linda Lambert, Education Program Specialist, National Advisory Committee on Black Higher Education and Black Colleges and Universities; Dr. Roscoe Brown, President, Bronx Community College; Mr. Jerry Harris, Associate Director, Office of Budget and Fiscal Planning, State Department of Higher Education, New Jersey; Dr. Setsuko Nishi, Professor, Department of Sociology, Brooklyn College; Dr. Frank Brown, Professor, State University of New York at Buffalo; Mr. Rufus Newlin, Administrator, Office of the President, New York City Technical College; Ms. Sheila Nickson, Affirmative Action Officer, State University of New York at Buffalo; Atty. Gail Wright, N.A.A.C.P. Legal Defense Fund; Ms. Beverly Harrison, Assistant to the President, State University of New York at Stony Brook; Mr. James Malone, Dean of Students, John Jay College of Criminal Justice; Ms. Barbara Harrison, Manhattan Community College; and special thanks to Ms. Carmen Fernandez for computer analysis, Ms. Jean Borden for technical assistance and Ms. Eleanor Bowles for assistance in editing. Last but not least, the report could not have been completed without the tremendous assistance of Mr. Stephan Dixon, Special Assistant along with Ms. Erslyn Brown and Ms. Maribel Vasequez.

NATIONAL URBAN LEAGUE, INC.
TRI-STATE FACULTY MINORITY PROJECT

ADVISORY COMMITTEE

Mr. Willie Bonds
Director
Affirmative Action
Regional Community College
1280 Asylum Avenue
Hartford, CT 06105

Dr. Benjamin Bowser
Assistant Dean
Cornell University
Saga Center
Ithaca, N.Y. 14850

Dr. Frank Brown
Professor
SUNY at Buffalo
Dept. of Educational Admin.
471 Christopher Baldy Hall
Amherst, N.Y. 14260

Dr. Roscoe Brown
President
Bronx Community College
181st Street and University Ave.
Bronx, N.Y. 10453

Ms. Thomasina Clemons
Director
Office of Affirmative Action
University of Connecticut - Storrs
Storrs, CT 06268

Dr. John Fleming
Project Administrator
National Afro American Museum
Ohio Historical Society
1982 Velma Avenue
Columbus, OH 43211

Dr. Melvin Gary
Dean of Academic Affairs
Rutgers University
Livingston College
New Brunswick, N.J. 08903

Mr. Jerry Harris
Director, Office of Budget
and Fiscal Planning
N.J. Department of Higher Ed.
225 West State Street
Trenton, N.J. 08625

Dr. John Howard
Professor
SUNY at Purchase
Purchase, N.Y.

Dr. Franklin Jernifer
Vice Chancellor
N.J. Dept. of Higher Education
225 West State Street
Trenton, N.J. 08625

Dr. Joyce Ladner
Professor
Hunter College, CUNY
695 Lexington Avenue
New York, N. Y. 10021

Dr. Tilden LaMille
Professor
Hunter College, CUNY
New York, N. Y. 10021

Mr. George Maginley
Director of Affirmative Action
CUNY - Board of Higher Education
535 East 80th Street
New York, N.Y. 10021

Mr. James Malone
Dean of Students
John Jay College of
Criminal Justice
444 West 56th Street
New York, N.Y. 10019

Dr. Al Mickens
Professor
SUNY Old Westbury
P. O. Box 210
Old Westbury, N.Y. 11568

Mr. Lorenzo Morris
Institute for the Study
of Educational Policy
Howard University - Dunbarton
Campus
2900 Van Ness
Washington, D.C.

Mr. Rufus Newlin
Administrator
Office of the President
New York City Technical College
300 Jay Street
Brooklyn, N.Y. 10021

Ms. Sheila Nickson
Director of Affirmative Action
SUNY at Buffalo
Buffalo, N.Y. 14214

Dr. Setsuko Nishi
Professor
Department of Sociology
Brooklyn College
Redford Ave. and Ave. H
Brooklyn, N.Y.

Ms. Evelyn Patterson
Assistant to the President
Office of the President
New York University
Washington Square South
New York, N.Y. 10012

Mr. Richard Scott
Department of Psychology
University of Florida
Gainesville, FL 32611

Dr. Madelon Stent
Professor
City College, CUNY
West 138th Street & Convent Ave.
New York, N.Y. 10031

Dr. Alexander Vasquez
Assistant Dean of Faculty
for Continuing Education
Borough of Manhattan Community
College - CUNY
1366 Broadway
New York, N.Y. 10019

Ms. Linda Lambert
Education Program Specialist
National Advisory Committee
on Black Higher Education and
Black Colleges and Universities
Washington, D.C. 20202

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PRINCIPAL FINDINGS

Minority faculty are employed in the lowest ranks. In the Tri-State Survey, 39 percent of the minority faculty were lecturers, instructors or assistant professors, and another 29 percent were in counseling and related positions. The survey results are close to those of the Equal Employment Opportunity Commission, which showed that in 1977, 58 percent of the nation's minority faculty were employed in the lower ranks.

In contrast, 54 percent of all white males were full or associate professors in 1977. Nationally, white males comprised 85 percent of all the full professors and 76 percent of the associate professors.

Only six percent of the respondents indicated that their institution's affirmative action officer was very effective in assisting minority staff members with problems of promotion and tenure. In addition, nearly half (46 percent) of the respondents indicated that the affirmative action plans for their institution were ineffective in addressing the hiring of minority faculty and administrators.

More than 60 percent of the minority professionals strongly supported the need for federal agencies to monitor the hiring of minorities and establish more rigorous procedures for evaluating affirmative action plans. However, less than half (46.5 percent) indicated strong agreement with the involvement of federal agencies in the review of tenure procedures, and 17.2 percent disagreed with the need for federal involvement in this area.

While the percentage of minority professionals who changed institutions in the 1970's was low, slightly more than half (51.5 percent) indicated that it was very likely, likely, or somewhat likely that they would change institutions in the next five years (1981-1986). Only 23 percent of the respondents changed institutions between 1976 and 1981. Among those who changed institutions, financial security and better opportunities for promotion and tenure were the primary reasons.

The major areas of job dissatisfaction among minority professionals were opportunities for advancement, salary, and opportunities to associate with minority professionals. The most satisfying aspects of their jobs were the competency of their colleagues and interactions with them.

The tenure rates for minorities were considerably higher in the publicly supported institutions (49 percent) than in the private colleges and universities (24 percent). One in every four respondents in the survey (43.5 percent) was tenured in 1981.

Almost 60 percent of the minority professionals without tenure assessed their chances as poor, very poor, or no chance for being awarded tenure. Almost half (47.2 percent) indicated that their chances for promotion were poor or non-existent. Only half (50 percent) of the minority professionals felt that the written criteria for tenure and promotion were applied fairly or were followed by peers in the tenure and promotion reviews. The major reasons for denial of tenure were lack of publications followed by retrenchment due to economic factors and failure to complete an advanced degree.

Nearly six of every ten respondents in the survey had not completed their terminal degrees. One of the major reasons is that minorities, notably blacks, have to rely on personal finances to complete graduate school. (Failure to complete an advanced degree was the third leading factor cited by the respondents as rationale for the denial of tenure of minorities at their campuses.)

Only 29 percent of the minority professionals had received research funds from any public or private organization. The largest number of research grants was awarded by federal agencies. However, only 15 percent of the respondents had received research funds from federal agencies. Among those minorities who expressed an interest in research, the major areas of interest were applied and minority-related research. Nevertheless, only one-fourth of the respondents had published articles, although 54 percent had presented papers at conferences.

Minority professionals do not think that community service and counseling to minority students are given sufficient consideration in the tenure and promotion review. Half of the professionals indicated that minority community activities were not positively evaluated at their institutions, and nearly half (47 percent) of the sample felt that advisement to minority students was not positively evaluated.

Minority professionals do not generally serve on the more important committees that would increase their chances for promotion and tenure. Although the respondents indicated that committees which shaped academic policy were very important in assisting mobility, 56 percent indicated that their chances for appointments to those committees were poor or that they had no chance at all in comparison to whites. Between 1978-1981, only half of the respondents had served on committees that

made decisions on hiring, promotion, and tenure. In contrast, minorities perceive their chances as being better than those of whites for service on committees making decisions on affirmative action and student affairs. However, only one-fourth of the professionals thought that service on affirmative action committees assisted them in their chances for promotion and tenure.

Six of every ten (61.3 percent) minority professionals indicated that professional organizations (e.g., unions) were not helpful in dealing with minority employment and promotion problems on their campuses.

There was little informal interaction between minority professionals and their white colleagues. In 1981, over 40 percent of the minorities indicated that they never hosted their white colleagues in their homes, attended political events, or engaged in leisure activities with them. Only five percent of the minorities indicated that they had visited the homes of their white colleagues very frequently during 1981.

Only 40 percent of the respondents in the study were employed in higher education before 1970, and usually these were black and Asian males. The survey showed that the minority professionals had been employed in higher education on an average of nine years, and they had been employed by their institutions and in their positions and ranks for an even shorter period of time. The median number of years that minorities had been employed by their institution was six years, and the median number of years they had been employed in their ranks was three years.

The minority network is an important but limited source for assisting minority professionals find employment. Fifteen percent of the respondents indicated that they learned of their jobs from minority colleagues. Also, white administrators often use the "network" to find candidates for specialized fields.

Over half of the minority professionals attended predominantly white secondary schools and nearly two-thirds (63.7 percent) earned their undergraduate degrees at predominantly white colleges.

Half of the professionals chose a career in higher education because of the intellectual rewards. Only six percent of the minority professionals indicated that the prestige of the job was their major reason for choosing a higher education career, and only nine percent were looking for economic security.

Irrespective of age and region of birth, most of the respondents came from lower-income families. Nearly two-thirds (65.2 percent) of the minority professionals described the families in which they were reared as working class or poor. Moreover, few of the parents of the respondents had achieved their children's educational levels. Only one-fourth of the mothers of the respondents had gone past high school and only one-third of the fathers had attained degrees beyond high school.

When studying for advanced degrees, only half (53.7 percent) of the respondents received fellowships. Among those who did receive fellowships, 30 percent indicated that the funds had been designated for minorities. Instead of fellowships, teaching, and research assistantships, the minority professionals relied on their own and their families' resources for support. Nearly six of every ten professionals (56 percent) indicated that they

had supported themselves in graduate school with a full-time job, their spouse's earnings, savings, or contributions from their parents.

Nearly four of every ten respondents (36.7 percent) indicated that the racial composition of the faculty would be a factor if they were seeking another position. Among those professionals who indicated that it would be a factor, 82 percent indicated that they would prefer racially mixed faculties. In addition, almost half (46.5 percent) of the professionals indicated that the racial composition of the student body would be a factor if they were seeking another position. Among those professionals who indicated that the racial and ethnic mix of students would be important, 82 percent cited a preference for racially integrated student bodies.

Three-fourths (75 percent) of the professionals considered a mentor important for developing a career in higher education, and six of every ten (60 percent) had mentor relationships. However, only a small percentage of the mentor relationships were with persons who were researchers. This absence of mentors who are researchers limits the opportunities for minorities to develop the skills needed for publishing, which is often critical to their long-term upward mobility. Among those professionals who did not have a mentor, 42 percent indicated that it affected the progress of their career.

SECTION I

EXECUTIVE SUMMARY

OPENING THE DOOR FOR NONWHITE PROFESSIONALS IN WHITE
COLLEGES AND UNIVERSITIES

One of the legacies of racial bias in American higher education has been the exclusion of professionals from full participation in predominately white colleges and universities. By the turn of the century, a significant number of the nation's colleges and universities had adopted equalitarian principles.¹ However, the path for minorities to become members of the faculty and administration remained closed.

The avenues through which nonwhites could become members of the professional ranks of white academia were sealed at all levels. It was not until the Supreme Court ruled in 1950, that the separate but equal doctrine hindered blacks' pursuit of meaningful educational opportunities in publicly supported universities, that blacks were able to obtain advanced degrees in any significant numbers.² And, it was fifteen years later before decision-makers at predominately white universities gave serious consideration to employing blacks as faculty members. Indeed, it was only after President Johnson issued Executive Order No. 11246 in 1965, which provided that as a condition of obtaining federal contracts, all contractors, including universities with research contractors had to sign agreements not to discriminate on the basis of race, color, religion or national origin,³ that predominately white colleges and universities seriously attempted to recruit black and Hispanic faculty.

Gradually, an arsenal of legislative and statutory guidelines emerged which required predominately white colleges and universities to develop alternatives to their traditional practices of employment discrimination. Title VII of the 1964 Civil Rights Act,* which forbids discrimination on

* Universities were not covered until 1972.

the basis of race, color, creed, and sex by employment agencies and private and public employers, and created the Equal Employment Opportunity Commission, reinforced Executive Order 11246 mandating changes in employment patterns.⁴ And, in the Adams vs. Richardson court ruling the Department of HEW was required to enforce the provisions of Title VI of the Civil Rights Act of 1964 in ten southern states.⁵ The guidelines included academic, non-academic and appointed positions on governing boards.⁶

The legislative and court rulings were clearly needed. Historically, white faculty and administrators have been reluctant to recognize black talent and contributions, even by nationally and world renown black scholars.⁷ And, there is little in the literature to suggest that prior to the late 1960's racial discrimination in the employment of faculty was given more than cursory attention. Indeed, it remains a blemish on American higher education that it was not until the early 1970's that black faculty members and administrators were hired in any significant numbers.

It is probably fair to write, in 1982, that predominately white colleges and universities would have very few minority faculty members and administrators without the prodding by foundations (started by the Rosenwald Foundation in the 1940's), the federal government in the early 1970's, and civil rights organizations. One of the nation's foremost scholars, John Hope Franklin, described the plight of the early 1970's to employ minority professionals:

When I was at Harvard, it was unthinkable that a Negro could be a teaching assistant and I will always believe that one of the reasons that I got a rather handsome fellowship was

to keep me out of the classroom. In 1939, one didn't even weigh the possibility of teaching in a non-Negro institution.⁸

The statement by Franklin aptly described the dilemma of many brilliant and talented minority scholars before the 1970's. However, even then the white universities did not welcome them without a struggle. Almost before the door to the "community of scholars" in predominately white universities was opened, it was closing. In 1975, the Carnegie Council on Higher Education acknowledged in its policy recommendations that the historical record of institutions in hiring minority groups had been grossly inadequate. However, the Council was cautious and apprehensive about the prodding of federal affirmative action programs. The Council saw the early 1970's as a transition period between past deficiencies and future hopes of equal opportunity in hiring. Even if they had discriminatory histories, a transition period was considered necessary to provide colleges and universities with time to devise new approaches. Nevertheless, the Council recognized two tragedies. The first was that affirmative action should be necessary at all:

Higher education, in keeping with its own principles of finding and rewarding merit wherever it might exist, should have been searching more actively long ago for merit among women and minorities.⁹

The second was that the emphasis on affirmative action should take place in the 1970's:

The 1960's saw a doubling of faculty members. The 1980's may even see a slight decline. The effort at redress to past errors comes 10 years too late to be easily effective.¹⁰ (Emphasis added.)

THE RESISTANCE FACED BY MINORITY PROFESSIONALS

There were mixed views among white faculty and administrators about the federal and institutional efforts to increase the employment of blacks as faculty members. However, most of the literature reflected the views of the opponents of the initial efforts by federal agencies and institutions to increase the employment of minorities, and their arguments often carried considerable influence in the academic community, if not the public at large.* Initially, the opponents of the increased hiring of blacks limited themselves to identifying the qualifications needed by faculty at the major universities.¹¹ Here, as had been longstanding tradition, the requirements for faculty employment included an earned Ph.D. from an elite department within a major university, publications, and some evidence of long term scholarship.¹² Using these criteria as a basis for determining which faculty should be hired, the major arguments against the hiring of blacks focused on the small number of black Ph.D.'s,¹³ and the lack of publications by blacks,¹⁴ which, according to affirmative action critics, meant that professional standards might be lowered and "unqualified" blacks hired¹⁵ in order to comply with affirmative action mandates. Another criticism was that altering standards for faculty would be detrimental to students.¹⁶

The debate that occurred among the opponents and proponents of affirmative action and its effects on the academic community can be viewed as one of the important periods of race relations in higher education. Formerly, blacks as faculty members in higher education had been given only minor attention, now suddenly there was an upsurge in

* Most of the literature about faculty in the early 1970's related to blacks, and this is reflected in this section. Few studies were conducted for or written by Hispanics or Asians about the early impediments.

the literature focusing on their problems and potentials. Unfortunately, little of the literature was positive.

Indeed, although the literature noted the absence of publications among blacks, it rarely mentioned that the use of publications and research as exclusive evidence of scholarly achievements has and continues to be the subject of heated debate among academicians.¹⁷ The literature also failed to note that the high rates of tenure in universities, and the high proportion of faculty already in full and associate professional positions was a leading impediment to the hiring of any faculty, and had particularly ominous consequences for minorities.¹⁸ Because the literature often did not present all aspects of the impediments facing minorities and it was narrowly focused on the faculty career patterns in prestigious universities, a limited view of the problems of minorities was presented, which often gave the impression that minorities were unqualified for faculty positions in predominately white universities of all types. While there was some merit in the argument for evidence of scholarship at the major universities, such requirements are not necessarily requirements for many two- and four-year colleges.

The white academic community was not only concerned about the effect that increasing numbers of black faculty might have on their institutions, but also the impact it might have on their decision-making processes. The continuing resistance of the white academic establishment to including blacks as full participants underscores the contradiction between the avowed democratic and equalitarian principles of higher education and the historical exclusionary practices with regard to black students and professionals. By the 1960's, the university network had developed into

one of the most complex and arcane organizational structures in the nation.¹⁹ Newly hired blacks and other minorities encountered a range of subtle and covert operations and maneuvers for which they had been only partially prepared by their civil rights activities. Of special importance to the newcomers was the fact that decisions by faculty and administrators in predominately white universities were not as open to direct confrontation as were those of the political institutions they had altered in the 1960's. The predominately white university had developed historically as a protected enclave with rights and privileges not subject to group pressure from the political and economic arenas. Thus, even before blacks challenged many of the rules and procedures considered important by white faculty members, there was concern that federal affirmative action requirements might upset longstanding and almost sacrosanct rights accorded to the protected academic environment.²⁰

The most cherished of these rights from the standpoint of the faculty was the concept of academic freedom. Academic freedom does not have a precise definition and therefore it has been subject to numerous interpretations. Broadly conceived, it provides educators with the right to pursue knowledge and controversial issues unencumbered by outside surveillance, and it gives faculty the freedom to govern themselves and make decisions on the hiring and tenuring of new faculty through a peer review process. From the standpoint of some white faculty, increased affirmative action would not only lead to the lowering of academic standards, but would

undermine the quality of institutions and might, in the long run, affect tenure and promotion procedures.²¹

Faculty members were not the only groups that expressed concern about the influx of black faculty and students. There was considerable public debate during the early phases about the increasing number of black students and faculty at predominately white colleges and universities. Questions regarding the need to create special federal and college programs for minority students were raised by writers and politicians.²² Indeed, a measure of the impact that this issue had, not only on campuses but in the broader community, can be deduced by the heated debate that occurred away from the campus community. Unfortunately, a polemic tone often resulted which negatively colored the issues and tarnished the images of many highly skilled and talented black students and faculty.

In contrast to the "expected" rapid increase of black faculty, their proportion nationally remained less than 5 percent at the close of the 1970's.²³ The proportion of black faculty increased only from 2.9 percent in 1973²⁴ to 4.3 percent in 1979,²⁵ and there was a numerical decline from 19,746 to 19,553, or by one percent between 1975 and 1979.²⁶ The major change for black faculty was in the type and location of the institutions where they were employed. While the traditional base of black faculty was black institutions, by 1977, over three-fifths (61.2 percent) of the black faculty and top black administrators were employed outside of Historically Black Colleges (HBC's).²⁷ The number of Hispanic and Asians faculty members grew more dramatically than blacks during this period. Between 1975 and 1979, the Hispanic faculty increased from 6,323 to 6,895 or by 9 percent, and Asians from 9,763 to 13,075 or by 34 percent.²⁸

Nevertheless, although, there was a growth of minorities employed in predominately white colleges and universities, they still faced a complex set of problems within these institutions.

Black faculty and administrators, and Hispanics too, were especially sensitive to their role as newcomers in white academia. The question of "qualifications" was especially disturbing for the new faculty, and it was exacerbated by professional and personal isolation.²⁹ Moreover, despite superficial compliance, both the issue of affirmative action and the legacy of discrimination remained alive. Studies in the early 1980's revealed that minorities had not made substantial employment gains in faculty and administrative positions,³⁰ and there were growing concerns by proponents that affirmative action was no longer a priority.

METHODS OF DATA COLLECTION

Four principal methods were used by the Tri-State Project to collect data on the impediments facing minority professionals. These were:

1. A survey questionnaire mailed to minority professionals.

This questionnaire, which was the major data collection tool, was developed with the advice of key task force members, the National Urban League's Research Department, and minority researchers based in universities. The items in the questionnaire focused on seven conceptual areas:

- *career patterns of minority faculty and administrators.
- *perceptions and interpretations by minority professionals of (a) how the formal rules affect hiring, promotion and tenure at their institutions, and (b) their opportunities to participate in the decision-making processes which shape these policies.
- *types of committees and governance bodies on which minorities participate or are excluded.
- *extent of formal interaction of minority professionals with their white colleagues.
- *opinions of minority professionals of the effectiveness of affirmative action officers and the affirmative action plans for their institutions.
- *opinions of minority professionals of federal affirmative action policies as they affect minority mobility and how the strengthening of these policies might affect academic freedom.
- *opportunities for research as influenced by the allocation of public and private grants to minorities.

(The matrix of the variables is included in the appendix).

The questionnaire (Appendix D) was mailed to 3,000 nonwhite faculty and administrators in the three states. The final returns showed that 52 percent of the persons contacted responded. The racial and ethnic breakdown of the respondents is reported in Section III. The list of respondents (see Appendix B) will be used as a skills bank.

2. Interviews with key white administrators, senior union officials, and faculty members in four-year, two-year, and graduate colleges.

Ten interviews were conducted to ascertain the perceptions of white educators regarding the obstacles facing nonwhites. The results of these interviews are reported in Section IV.

3. A survey questionnaire was mailed to NUL Affiliates in New York, New Jersey, and Connecticut.

This survey assessed the NUL affiliate's involvement with

nonwhite professionals and students in their areas and obtained suggestions for improving the environment and conditions for both groups. The responses from the six affiliates are incorporated in the broad and specific program proposals in Sections I and II.

4. An NUL-sponsored conference held on June 19, 1981 at New York University.

Participants were respondents to the minority professionals questionnaire. The agenda focused on the findings of the study and strategies for the future. The conference drew 550 participants from the three states and from colleges across the nation. It was probably the largest conference of this type in the history of colleges in the region. The agenda and the keynote address by Chancellor Clifton Wharton are presented in Appendix C. Conference highlights are reported in Section V.

POLICY AND PROGRAM IMPLICATIONS

Given the magnitude of the problems that were found facing minority professionals on predominately white campuses, only the key impediments are highlighted and reported in this report. The program and policy implications have been divided into two parts:

1. In this section we have presented broad policy and program implications based on the findings of the survey, interviews with white administrators, responses to the NUL affiliate survey, and the conference held at New York University. These implications relate not only to the three states but to the larger community.
2. In Section II we have delineated specific policy and program implications.

Broad Policy and Program Implications of the Tri-State Minority Faculty Project

One of the most troublesome areas of racial misunderstanding in an era of heightened educational and job competition is the public policy debate on educational and occupational standards. In the last decade, the literature related to educational and occupational mobility has shifted from an emphasis on the need for expanded equity to a discussion of merit qualifications. This debate is broad-based and reflects a growing tendency of politicians, special interest groups, and academicians to engage in debate in the mass media. At stake, as most groups and individuals realize, is the shaping of occupational and educational issues both symbolically and practically for decades to come.

The impact of the debate and the confusion that it both reflects and generates about educational policy at the local level cannot be taken lightly. The 1970's were similar to the 1950's in terms of heightened concern with the review of educational policy. Like the prior decade, politicians joined the chorus of persons voicing individual and policy concerns. It is also true that like the 1950's, minority participation in the debate has been minimal, although unlike the 1950's, they are at the center of many of the issues. In most cases, blacks and Hispanics have either not had their views represented or their views have been misinterpreted. Equally, or perhaps more important, empirical studies have led to philosophical debates that have often led to further racial misunderstanding. More usually though, the broader philosophical debates have had no empirical foundation.

The current media focus on critical educational, social and political issues is part of a growing national concern with rapid

economic and occupational changes. The neo-conservative approach to policies and programs which emphasizes a meritocratic approach to educational outcomes is symbolic of this trend. The possible long-range implications of this heightened debate have yet to be examined. It is becoming increasingly clear, however, that many specific issues, including competency-based testing, hiring and promotion of minority faculty, and the role and process of vocational education, are related to more broadly based policy questions. The extent to which the neo-conservative approach has influenced policy and judicial decisions is critical for minorities. It is no longer simply necessary to understand the direct racial connotations; but rather it is vital to understand the broader implications for long-range social goals. The policy decisions now being made will govern educational and occupational opportunities for minorities well into the first part of the twenty-first century.

During the course of the Tri-State Project, the National Urban League, through discussions with many scholars, became more acutely aware of the need to move toward the twenty-first century with a comprehensive approach to higher education. This approach includes the role of both Historically Black Colleges and predominately white institutions. The following are the salient broad implications of the Tri-State Project:

1. Blacks and other minority groups must develop the necessary supports to produce top scholars and prepare them to move into the full range of social, political, and professional leadership positions in the society including scholarly academic careers. Minority groups must maintain their traditional concern for educating poorly prepared students while at the same time providing pragmatic career guidance that encour-

ages greater diversity in occupational choices. In addition, minority advocacy groups must become more aggressive in demanding administrative accountability for what happens to students; and minority faculty must participate more actively in all aspects of academic life.

2. Seventy percent of all black students in higher education are in predominately white institutions. Attrition rates, while not clear, suggest that more than 50 percent in such institutions drop out. Furthermore, in a state like New York, enrollment is not dispersed at institutions and data indicate a concentration of minority students and faculty within a few institutions. Support mechanisms which marginal students require, and which have been proven successful, have been attenuated by budget cuts and will continue to diminish. To meet these changing conditions, minority faculty and student groups on predominately white campuses must form coalitions to advocate the maintenance of special programs.

3. In order to reduce the attrition rate among minority students on predominately white campuses, these institutions must re-examine and re-focus their mission and may need to examine the documented success of HBC's as teaching facilities for under-prepared minority students.

4. HBC's must give close attention to their mission in the changing context of higher education. More black students will be going to predominately white institutions. In addition, all institutions of higher education, including HBC's, will experience an influx of older students and an increased number of females. These shifts in the characteristics of the minority student population in higher education suggest a need for new support services to ensure that minority graduation

rates will be comparable to those of whites.

5. Faculty-community coalitions must work to locate and direct research funds to competent minority scholars and researchers; to provide opportunities for minority scholars and academicians to conduct empirical studies; and to provide hard data on the wide spectrum of issues that are currently being debated by the new wave of neo-conservative policy analysts.

Historically, the National Urban League and its affiliates have had important linkages with minority scholars and researchers. They have helped develop programs and policies through our advisory network and have been instrumental in conducting research and writing articles for our publications, including the National Urban League Review and the State of Black America. We plan to increase our efforts in this direction. Through our network of 118 affiliates, we will use the major findings of this study from faculty, administrators, and other organizations to continually advocate new programs and to develop programs in the National Office and affiliates.

DISCUSSION OF FINDINGS

The core of this report is the findings from the survey of minority professionals employed in colleges and universities in the three states of New York, New Jersey and Connecticut. Based on the responses to the questionnaire we selected the issues most salient to the hiring, promotion, and tenure of minorities and used them as a basis for the program recommendations contained in Section II.

In Section III of the report we have presented the responses to the questionnaire by race, ethnicity, sex, and compared our findings with those from the Equal Employment Opportunity Commission, the National Academy of Sciences, and other organizations. The findings in this section are discussed according to institutional types, i.e., public versus private, and two- and four-year colleges.

Section IV of the report, summarizes the interviews conducted with white administrators in predominately white universities. These interviews are considered essential to the study as they represent our efforts to present all sides of the issues and impediments facing minority professionals.

Section V of the report presents the highlights of the conference for respondents held at New York University in June of 1981.

SECTION II

SURVEY RESPONSES AND SPECIFIC POLICY
AND PROGRAM IMPLICATIONS

The number and range of issues with possible policy and program implications that emerged from the questionnaire was so vast that we have chosen to discuss only those deemed most critical. The following nine issues will be reviewed:

1. Affirmative Action Policies
2. Occupational Status of Minorities and Patterns of Retention, Tenure, and Promotion
3. System of Rewards
4. Opportunities for Research and Publication
5. Isolation of Minority Professionals
6. Mentorship Patterns in Predominately White Graduate Schools
7. Financial Assistance in Graduate School
8. Career Paths for Professionals in Higher Education and Career Counseling Programs for Minority Youth
9. Minorities and the Allocation of Resources

A basic finding of the study is that specific policy issues have particular relevance with regard to the race, ethnicity, and sex of respondents. For example, we found that discrimination against females and Hispanic males deserved special attention. Among males, black males face more serious problems in private universities than in public institutions. However, their longer history in predominately white universities affords them a better chance (although not an excellent one) of achieving mobility than Hispanic males, who are additionally handicapped due to their short period of time as professionals in higher education. Moreover, data from national surveys reveal that the number of Ph.D.'s awarded to Hispanic and Black males during the late 1970's was fewer than in the immediately preceding years. The specific role of sex and

racial and ethnic background must be taken into consideration in each of the nine issues under discussion.

This section is organized in the following manner. First, the nine policy issues and the program implications that we considered most important are presented. These policy and program discussions are followed by the total responses for all respondents for each of the closed-ended questions on the survey of minority professionals. The specific responses to questions which form the base of the policy issues are referred to in the discussion of the policy issues. For example, in Policy Issue I, the responses from Section IV, Question 17 are indicated as the source of the data in the discussion. The reference is made by section of the questionnaire and Question number, e.g., (1-17) and the reader is encouraged to refer to the responses to get a broader picture of the findings.

ISSUE 1: AFFIRMATIVE ACTION POLICIES

Policy Implications

The areas in which there was unanimity about the need for increased federal involvement in affirmative action included (1) hiring of faculty; (2) monitoring and evaluation of how affirmative action plans are developed and implemented; and (3) review of the awarding of research funds. It is in these three areas that we believe federal agencies should become more involved.

Almost half of the respondents indicated that the affirmative action hiring plans as developed were ineffective; and at least 40 percent thought that promotion and tenure issues were dealt with ineffectively. Seven out of 10 respondents thought that increased federal monitoring of affirmative action would lead to fairer procedures in the promotion of professionals. However, 9.6 percent thought that it might be harmful and 17 percent felt that there would be no impact. Similarly with the awarding of tenure. Seven out of 10 respondents indicated that increased monitoring by federal agencies would lead to fairer procedures. However, 12 percent felt that it might be harmful and 18 percent indicated that it would have no impact (IV-Q17).

On the question of tenure and promotion, we found similar data regarding whether the federal government should increase its involvement (IV-Q16). Slightly less than half (46.5 percent) of the respondents strongly agreed that federal agencies should become more involved in the review of tenure procedures, while 50.2 percent expressed strong agreement that federal agencies should become more involved in promotion practices.

Although, as indicated in the Executive Summary, many white faculty members in the early 1970's expressed apprehension about the potential impact of affirmative action on college governance procedures, we found that even though minority professionals wanted stronger affirmative action policies, they did not favor policies that would interfere with tenure and promotion procedures.

Program Implications

The National Urban League is greatly concerned with decreased federal involvement in affirmative action programs and the failure to adequately monitor program implementation. We will work with other concerned agencies to develop strategies to influence federal agencies to expand their monitoring of predominately white educational institutions. We have been asked to help devise a congressional inquiry into the problems of affirmative action and are in communication with other organizations around this strategy.

ISSUE 2: OCCUPATIONAL STATUS OF MINORITIES AND PATTERNS OF RETENTION, TENURE, AND PROMOTION

Policy Implications

In the early 1970's, a significant amount of discussion was generated by social scientists and journalists about the increasing occupational parity between minorities and whites. In the present study we found that occupational parity was far from a reality and that a significant number of minorities did not feel it was likely to occur. Moreover, since more than 70 percent of the

faculties of many of the colleges and universities were tenured, and the number of lower level positions are declining (instructors, lecturers), we are concerned that the minorities hired during the 1970's may be the first and last large group of minority professionals to work in predominately white universities for decades to come.

A. Occupational Status and Chances for Promotion

We consider the relegation of minorities to the bottom of the faculty ladder and the fact that white universities and colleges have recruited and maintained minorities in non-traditional career routes as major problems, particularly for black and Hispanic professionals.

In the Tri-State survey, nearly 60 percent of the faculty members held the rank of assistant professor, lecturer, or instructor (I-Q3). This is close to the distribution of minorities in the national data from EEOC, and it corresponds closely to the faculty distribution of minorities in CUNY. In the EEOC data, 58 percent of the minority faculty were in the ranks of assistant professor, instructor, or lecturer; and in CUNY, 66 percent of the minority faculty members were assistant professors, lecturers, or instructors. (At CUNY, the "lecturer" line includes counselors and similar non-faculty positions that are awarded tenure via certificates of continuous employment (CCE).) Of special importance are the large numbers of minorities in "other" professional categories. These persons are usually counselors, tutors, and support staff.

The concentration of minorities in these positions contrasts with patterns for white and national patterns for all faculty. Nationwide,

based on data from the National Center for Educational Statistics, only 15 percent of the instructional staff was classified in the "other" instructional positions. However, in the Tri-State survey, 29 percent of the minorities were employed in these ranks, and 25 percent of the minority instructional staff of CUNY. Indeed, minorities in the "other" instructional staff in CUNY comprised 40 percent of these positions, and in the EEOC data for all institutions, minorities comprised 14 percent of the employees in these ranks. This non-traditional career path is a major concern of many leading black educators.*

In the higher faculty ranks, minorities compare poorly with whites. In the Tri-State survey, 44 percent of the respondents were associate or full professors (18 percent were full professors and 26 percent were associate professors). This was slightly higher than the percentage for minorities in the nation according to the 1977 EEOC data, where 35 percent of the minorities were full or associate professors, and it was higher than the distribution in CUNY for 1978, where 33 percent of the minorities were full or associate professors. The differences with nationwide distributions of all and white faculty members are significant. According to the EEOC data for 1977, 46 percent of the total faculty in the nation were full or associate professors, and in the more current data from the National Center for Educational Statistics (1979-1980), 59 percent of all faculty were full or associate professors. In CUNY, 59 percent of the white professors were associate of full professors.

One problem facing minorities in the Tri-State Project is that the percentage of total faculty in the full and associate professor lines is already high. In Connecticut, 72 percent of the faculty in 1977 were

* See presentation by Chancellor Clifton Wharton in Appendix B.

full or associate professors, 54 percent of the faculty in New York were in these positions, and half of the faculty in New Jersey. The proportion of faculty in these positions is significantly higher in the publicly supported universities than in private institutions.

Nevertheless, minorities in both publicly supported and private institutions are pessimistic regarding their chances for promotion. According to the survey findings, only 20 percent of the respondents thought that their chances for promotion were very good, and nearly half (47 percent) assessed their chances as poor, very poor, or indicated that they had no chance. The data are even more significant when public and private institutions are compared. Respondents from public institutions generally assessed their chances much better than those from private institutions. Nevertheless, with the exception of publicly supported two-year colleges, few of the respondents thought their chances were very good.

B. Tenure and Promotion Patterns

A comparison of the tenure rates of minorities and whites in the three states showed that tenure rates for minorities were consistently lower than those for whites. Tenure rates for white males were above 70 percent both nationally and in the Tri-State area (73 percent in New Jersey, 72 percent in Connecticut, and 71 percent in New York). The tenure rates for black males were 54 percent in the nation, 54 percent in New Jersey, 55 percent in New York, and 45 percent in New Jersey. Asian males had a tenure rate of 63 percent nationally and close to that in each of the three states, with the exception of New York, where it was 59 percent.

Women have much lower tenure rates than males. The national tenure rate for white females was 54 percent in 1977, and this was close to their percentage in the three states. For black females the tenure rate for all institutions in the nation was 47 percent; however, the rate was lower in New Jersey (42 percent) and in New York (40 percent). Over half of the Hispanic females in the nation were tenured in 1977, and more than half of those on the faculty lines in New Jersey. However, the rates in New York were 47 percent, and in Connecticut the rate was 43 percent. Asian females had the lowest rates of tenure in the nation and in the three states. Only 46 percent of the Asian females were tenured nationally, although in Connecticut the rate climbed to 62 percent.

For all institutions in 1979-1980, 67.5 percent of all instructional staff were tenured according to data from the National Center for Educational Statistics, with 67.5 percent of the instructional staff in public universities and 55 percent of those in private institutions tenured. In the Tri-State survey, 42 percent (I-Q10) of the respondents were tenured, and 67 percent of the faculty. The key differences are in publicly supported versus private institutions. In the publicly supported colleges and universities, 49 percent of the respondents were tenured, while only 24 percent of those employed by private universities were tenured.

In the Tri-State survey, only 16 percent of the non-tenured respondents assessed their chances for tenure as very good, while 55 percent thought that their chances were poor (18.2 percent), very poor (8 percent) or that they had no chance (28.8 percent) (III-Q20B). Since, 441 of

the respondents who were not tenured are scheduled for tenure review within the next ten years, and 83 percent of that number between 1981 and 1986, we consider the tenure problem critical. Persons in the private colleges and universities should receive special attention.

C. Retention Patterns

The major policy implication in regard to retention of minority professionals is the importance of integrating colleges and universities in terms of faculty, students, and administrative staff. Currently, minority professionals tend to work either in predominately black and/or Hispanic student and faculty environments where the faculty, students, and administrators are largely white. Few institutions fall in the middle.

In the survey, 37 percent of the respondents indicated that the racial composition of the faculty would be a factor in their choice of a college or university (II-Q21) if they were changing institutions. Of these, 82 expressed a desire to work with racially mixed faculties (II-Q21). Also, 46.5 percent of the respondents indicated that if they were seeking another position, the racial composition of the student body would be a factor in their choice (II-Q22), with the highest preference being for student bodies that were racially mixed (81.9 percent).

We feel that two factors make this data particularly relevant. First, the fact that nearly four out of ten respondents are likely

to change institutions suggests the continued transitional state dissatisfaction of many minority professionals. Second, the preference of minority professionals for racially mixed environments is a critical factor in their long-term retention.

ISSUE 3: THE SYSTEM OF REWARDS

Policy Implications

The findings from the survey show that only 7 percent of the respondents indicated that their institutions positively regarded minority community services, only 8 percent indicated that minority student counseling/advisement was viewed positively (III-Q26), and nearly half (49.3 percent) indicated that minority community and student activities did not receive adequate consideration in the tenure and promotion review. Although two-year institutions do provide rewards for these services, and they are acknowledged as important in publicly supported institutions such as the State University of New York, many faculty members (both minority and non-minority) ignored them in terms of criteria for promotion and tenure.

Because of the dominance of minority students in the concerns and activities of many minority professionals, there is little doubt as to why they felt that their minority student counseling functions were not given adequate consideration in promotion and tenure review. A large percentage of respondents indicated that when they were first hired they had responsibilities related primarily to minority students, and frequently minorities are in departments geared to minority activities (III-Q6). Minorities, notably blacks and Hispanics, are in an ambiguous position in predominately white universities in terms of meeting both the needs of minority students and the expectations of their colleagues.

The results of the survey also revealed that minority professionals do not feel that assuming a leadership role among minority faculty would

lead to institutional change or upward mobility (IV-Q3). The lack of initiative resulted partially from isolation and lack of support from outside groups. This conclusion is supported by findings of the conference held at New York University (see Section V). Minority professionals in higher education tend to feel isolated and powerless. The Urban League conference was one of the few attempts on a regional level during the last decade to help minorities to maintain contact among themselves and with broader racial and community issues.

The sense of powerlessness also carried over to views about other professional organizations. When asked about the helpfulness of unions in assisting minorities, over two-thirds (69.1 percent) felt they were neither helpful or harmful (V-Q6), and only 18 percent considered leadership in the union as very important to upward mobility (IV-Q3). (Our discussions with union officials indicated that minorities are not usually very involved.) The continuing policy question is how to overcome the sense of powerlessness felt by minority professionals in an era of heightened concern among white professionals about their job survival.

Program Implications

The National Urban League will encourage the private sector, government, and universities to acknowledge and reward faculty members who demonstrate ability in working with disadvantaged students. As part of this effort, we will work closely with the United Negro College Fund to investigate successful models for teaching under-prepared students in predominately black colleges. We will also encourage the National Urban League affiliates to replicate the conference conducted at New York

University in an effort to build coalitions among faculty, administrators, and community-based organizations.

ISSUE 4: OPPORTUNITIES FOR RESEARCH AND PUBLICATION

Policy Implications

The lack of research and publishing activity among minority academicians has many ramifications. When asked about reasons for denying tenure to minority professionals, lack of publications was cited as the major factor (V-Q4). In addition, the lack of research by minorities may be having negative impact not only on career paths but also on other issues in minority communities. Of those respondents who are interested in research, the largest number indicated that they were interested in applied or minority related research (III-Q29). Thus we feel that an important source of sensitive leadership in research on issues vital to the community is being lost.

Although only 16 percent of the respondents indicated that research and writing were their major professional interest outside of their jobs, a considerable number had published articles. Fifty-five percent of the respondents had produced between one and five articles in the last ten years (but only 44 respondents had produced more than ten articles in the period between 1971 and 1981). In terms of books, 148 had produced at least one book and four had produced five (III-Q28).

Minorities are faced with numerous impediments to publishing. One factor is the lack of a Ph.D. Another is the limited facilities available to minorities. Thirty percent of the respondents felt that they had less chance of gaining access to major publishers and journals than their

white colleagues with the same educational background and age (II-Q26). The lack of research-oriented mentors in graduate school was also noted as a problem (II-Q7).

Taken together, these impediments pose considerable odds against publishing. However, we also found that minorities often do not take advantage of the opportunities to move in the circles where "contacts" for publishing are made. For example, whereas 56 percent of the minorities indicated that their chances for exposure at conferences were about the same as whites, we found that there was little involvement by the minorities in professional associations, and they had only limited involvement in the submission of papers at conferences (II-Q26). Only 23 percent of the respondents indicated that they were active in presenting papers at conferences and only 19 percent were active in submitting papers to the official journal of their professional association for publications (III-Q30).

Although the respondents were not actively engaged in research between 1976 and 1981, over half of them presented papers at conferences in their fields of specialization and 36 percent submitted articles for publication in journals (III-Q31 and 32). Of those who submitted articles to referred journals between 1976 and 1981, 84 percent of them had them accepted.

We feel that the number of minorities who publish would be much higher if there were more opportunities for participation in research activities. The lack of funds awarded to minorities has to be looked upon as a critical factor. The survey revealed that only 183 professionals (12 percent) had received funds from their institution; only 235 (15 percent) received research funds from federal agencies; 95 (6 per-

cent) received funds from state or local governments; and 152 (9.7 percent) had received funds from foundations (III-Q34).

It is difficult to determine how these numbers compare to other regions; but since the Tri-State Project includes many of the more active grantpersons in the nation, we assume that the figures are high. We would therefore have to conclude, that nationally few funds for research are being allocated or awarded to minorities.

Program Implications

We are encouraging the NUL affiliates to use minority professionals on research and evaluation projects. We will also encourage the NUL to seek a broader representation on their research advisory committees and to make use of minority researchers in writing articles for the National Urban League Review and the State of Black America. Because of the broader community implications of the lack of minority researchers, we will encourage and work with organizations such as the NAACP and the National Committee on Black Colleges and Black Higher Education to place more minorities on the review panels that determine the awarding of federal research grants. We will also work with other organizations in an attempt to develop a network of experienced research mentors to work with younger minority professionals.

ISSUE 5: ISOLATION OF MINORITY PROFESSIONALS

Policy Implications

The isolation of minority professionals was one of the strongest complaints expressed at the NUL Tri-State Conference. The survey

results showed that there was very little informal contact by minority professionals with their white colleagues and not a lot of informal contact with minority colleagues (IV-Q1A and 1B). The greatest amount of interaction between minorities and white colleagues was through personal or confidential conversations. Fifty two percent of the respondents indicated that over the span of a year they had some type of personal or confidential conversations with their white colleagues. The least amount of contact occurred at informal parties and dinner, cultural affairs, spectator sports, and visiting one another's home. The data should be viewed with some caution as it includes all respondents irrespective of race, ethnicity, sex and discipline.

Overall, we would characterize the informal relations between white and minority professionals as individualized and cordial rather than personal. Clearly the absence of informal associations, notably in political activity, the home, and cultural events, excludes minorities from the informal networks through which much information about career opportunities is disseminated.* This is especially significant since 70 percent of the respondents indicated that sustained informal relations with administrators were very important or important for increasing their chances for tenure and promotion (IV-Q3).

Interaction among different minority groups also is often not very great. This is sometimes due to the location of the campuses at which some minorities are employed. In fact, the greatest source of job dissatisfaction (43 percent) was the lack of opportunity for association with other minority professionals (II-Q25). The survey results showed that 74 percent of the minority professionals had personal or confidential

*The "Old Boy Network" is based on informal and formalized patterns. However, a key dimension is the informal aspect.

conversations with other minorities during the year; however, the contact was considerably lower for other informal activities (II-Q25). Approximately 40 percent indicated that there was an exchange of visits to homes, but only 38 percent indicated that they attended political events together.

While the contacts between minorities are personalized, they are not often politicized. For example, the minorities in the study did not see the leadership of minority organizations as the route to upward mobility and this probably explains the personalized versus the politicized activities. Only 18 percent of the respondents felt that taking a leadership role among minority faculty would enhance their mobility (IV-Q3). This perception appears related to the low institutional rewards for minority and affirmative action activities (IV-Q3 and 15). Thus, sustained interactions among minorities on minority issues was not viewed as professionally profitable.

The major policy issue is how to demonstrate the relevance of minority related activities both on campus and off so that minorities view these activities as more worthwhile.

Program Implications

Urban League affiliates will be encouraged to survey local minority faculty members to determine the need for and usefulness of regional/local Minority Faculty/Administrator conferences. Meetings of this type can provide a forum for identifying local issues and/or a foundation for the development of coalitions to plan strategy and programs. It is also an important and key mechanism for bringing minority professionals together.

ISSUE 6: MENTORSHIP PATTERNS IN PREDOMINATELY WHITE GRADUATE SCHOOLS

Policy Implications

One of the factors that revealed the problems minority professionals face in becoming more involved in research, as well as completing the terminal degree, was the availability of a mentor. A white administrator observed that in looking at minority candidates for employment they carefully examined who the mentor of the candidate was as well as the university he or she had attended. Of primary concern was the tendency of some universities to have strong affirmative action programs in certain fields, thereby increasing the number of minorities (notably blacks and Hispanics) who received advanced degrees from that institution.

All of the white administrators and three-fourths of the respondents (II-Q4) considered a mentor relationship very important. And, 42 percent of those who did not have a mentor felt that the absence of a mentor had affected their careers (II-Q10). Six out of 10 respondents indicated they had mentors during their career development, and there were few significant differences between males and females (II-Q5). However, the survey showed that the type of mentor arrangement often was not the kind that fostered career advancement in predominately white universities, especially the elite private colleges and universities. As the findings for Question II-Q7 reveal, there was little advice from mentors or assistance in obtaining grants or research funds or in getting work published; and only 34 percent of the respondents indicated that they received comments on research. The problem is that many of the mentors are often blacks who themselves have limited research experience or funds.

We also found that a large number of mentors are white males who apparently are not research oriented. The finding in Question II-Q8 shows that 57 percent of the mentors were whites and 35.5 percent were blacks. The issue is matching minorities with mentors who will pay closer attention to the potential problems of career mobility.

Program Implications

There is a need to convene a small group of persons to explore the idea of mentorship network and the feasibility of obtaining funding to support the network. The survey identified a cadre of black, Hispanic and Asian researchers, some of whom are on our Advisory Group. This group will develop strategies for mentoring minorities who have not completed their degrees and are now employed, and they will devise strategies to alter the patterns of mentorships in graduate schools.

ISSUE 7: FINANCIAL ASSISTANCE IN GRADUATE SCHOOL

Policy Implications

One of the findings that looms as a major long-term impediment for minorities in predominately white universities is that they often do not complete their terminal degrees. According to the findings, nearly 6 out of every 10 respondents (57 percent) had not completed the terminal degree* (I-Q19). One reason is that minorities must rely on personal finances for their education. Another reason is that they are not awarded teaching and research assistantships that would link them with professors who could guide them through the degree requirements.

*At the time of this report, we had not been able to complete the correlation of disciplines and completion of the degree. This is an important consideration.

We found that only 54 percent of the respondents (I-Q20) were awarded fellowships or grants while studying for their highest degrees. These fellowships were limited and it is not insignificant that almost 30 percent of the respondents who were awarded fellowships received funds established specifically for minorities (I-Q20).

In the survey, it was found that 48 percent of the respondents relied on various forms of personal funds, including full-time employment to complete their graduate education (I-Q21). There are important differences among the groups. Asians tend proportionately to receive more fellowships and teaching assistantships. Nevertheless, it is significant that nationally 47 percent of the whites who were awarded doctorates in 1979 received teaching assistantships compared to 23.8 percent for blacks and 36.2 percent for Hispanics.* Our findings correspond with the national data. We consider the exclusion of blacks and Hispanics from assistantships a major problem which deserves immediate attention.

Program Implications

There are four program areas that are key:

1. The National Urban League must remain in the forefront as an advocate for higher education financial aid packages, particularly for graduate study, to ensure the continuous development of a cadre of minority scholars and academicians.
2. The National Urban League must remain in the forefront as an advocate for funding to support special programs

*National Research Council. Summary Report 1979: Doctorate Recipients from U.S. Universities (Washington: 1980) p. 38

in higher education institutions, as well as ancillary programs like TRIO, Upward Bound, etc.

3. The National Urban League should pursue the possibility of programs to meet the needs of minority students for psychological and academic support services. Hard data related to labor market forecasts should be used to help minorities explore expanding career opportunities in non-traditional areas of study.
4. The National Urban League should publicly identify the problem related to the low number of minorities who receive teaching/research fellowships.

ISSUE 8: CAREER PATHS FOR PROFESSIONALS IN HIGHER EDUCATION AND CAREER COUNSELING PROGRAMS FOR MINORITY YOUTH

Policy Implications

A white administrator at a leading research university noted that the key to increasing the future pool of minority, particularly black and Hispanic, professionals in higher education is to start stimulating academic interests of minority youngsters at an early age.

Our survey provided important and interesting data on the career development of minorities in higher education. We found that the majority of the respondents considered themselves products of lower-income or working families (I-Q42) and that their parents were not well educated. Indeed, the findings (I-Q39) showed that 71 percent of the mothers of the respondents and 67 percent of the fathers had only completed high school or less. Although there were some differences by

age and sex, they were not major. The key is that primary and secondary institutions and mentors played important roles in the careers of the respondents by guiding them into higher education.

It appears that at an early age, many respondents were influenced by the sharing of ideas and intellectual stimulation and gradually saw these as rewarding futures. The respondents overwhelmingly chose a career in higher education because of the intellectual rewards, which centered primarily on teaching.* The findings showed that over half (50.5 percent) of the minorities in the study chose higher education because of intellectual rewards (II-Q1), with the second highest reason being the availability of a job. Usually they were not seeking prestige, or status, or economic security.

Responses to the question about career interests in higher education (I-Q30) indicated that teaching and administration were the major interests, followed by writing and research. The validity of teaching as an intellectual pursuit must not be overlooked. This has important implications for universities that use publications as a sole criteria for tenure and promotion. We do not question that publications are an important factor in determining promotion and tenure. But teaching must also be given significant weight in the review process. This is particularly crucial in attempts to help under-prepared students succeed in college and for minority professionals, who have suffered from discrimination in the awarding of research funds. The central issue, however, is the legitimacy of teaching as a key scholarly pursuit in universities and colleges on all levels.

*We have constantly stressed this factor because we feel that good teaching is a key to the success of minority students, and we also feel that it is the basic form of intellectual exchange.

Program Implications

Urban League affiliates must work with young, academically talented youngsters during the middle-school years to help them examine the potential of academic careers as well as to provide insights into the necessary career steps. We will use the data on the career paths of minorities in specific disciplines and develop the findings into booklets that can be used as discussion guides. Urban League affiliates will also be encouraged to develop off-campus counseling programs.

ISSUE 9: MINORITIES AND THE ALLOCATION OF RESOURCES

Policy Implications

If predominately white universities expect minorities to perform at the same level as "productive" white professionals, it appears clear from the findings that the allocation of resources needs to be examined. According to the survey findings, minorities tend to characterize the resources they receive from their institutions as poor, particularly in the areas of grants and relief time. Although the majority felt they received a fair share of resources, a substantial number (31.5 percent) stated that they received fewer grants from their institutions than whites did and 32 percent indicated that they had less release time. If these perceptions are accurate, it could mean that minorities have another serious handicap in the area that contributes most to promotion and tenure, i.e., lack of time and funds for research and publication.

Program Implications

Urban League affiliates will be encouraged to use the survey's in this study to identify whether resource allocation is a problem for minorities employed in institutions of higher education. They will also be encouraged to meet with minority professionals to ascertain if space allocation is a serious problem.

1Q1

At what type of institution are you currently employed? Race, Sex, and Ethnicity (Q 49-51).

**EMPLOYMENT DISTRIBUTION OF MALE RESPONDENTS,
FACULTY AND ADMINISTRATORS BY
INSTITUTIONAL TYPES**

MALE INSTITUTIONS	PUBLIC			PRIVATE		
	BLACK ROW TOTAL NUMBER	HISPANIC ROW TOTAL NUMBER	ASIAN ROW TOTAL NUMBER	BLACK ROW TOTAL NUMBER	HISPANIC ROW TOTAL NUMBER	ASIAN ROW TOTAL NUMBER
4Yr. Coll.	101	11	19	30	2	14
4Yr. CWU	104	14	20	39	11	17
2Yr. Coll.	107	18	6	2	1	0
Graduate	32	7	14	34	6	12
Sub-Total	344	50	59	105	20	43
Others	20	2	1	4	0	1
Total	364	52	40	109	20	44

DISTRIBUTION

Column Total	100%	100%	100%	100%	100%	100%
4Yr. Coll.	29.4	22	48.7	28.6	10	32.6
4Yr. CWU	30.2	28	51.3	37.1	55	39.5
2Yr. Coll.	31.1	36	15.4	1.9	5	0
Graduate	9.3	14	35.9	32.4	30	27.9
All Professionals	100%	100%	100%	100%	100%	100%
Faculty	94.5	96.2	97.5	96.3	100	97.7
Others	5.5	3.8	2.5	3.7	0	2.3

1Q1

At what type of institution are you currently employed? Race, Sex, and Ethnicity (Q 49-51).

EMPLOYMENT DISTRIBUTION OF FEMALE RESPONDENTS,
FACULTY AND ADMINISTRATORS
BY INSTITUTIONAL TYPES

FEMALE INSTITUTIONS	PUBLIC			PRIVATE		
	BLACK ROW TOTAL NUMBER	HISPANIC ROW TOTAL NUMBER	ASIAN ROW TOTAL NUMBER	BLACK ROW TOTAL NUMBER	HISPANIC ROW TOTAL NUMBER	ASIAN ROW TOTAL NUMBER
4Yr. Coll.	82	15	7	31	1	2
4Yr. CWU	73	16	6	20	7	4
2Yr. Coll.	86	17	5	5	3	0
Graduate	22	1	5	22	2	2
Sub-Total	263	49	23	78	13	8
Others	16	8	0	4	1	0
Total	279	57	23	82	14	8

DISTRIBUTION

	Black	Hispanic	Asian	Black	Hispanic	Asian
	100%	100%	100%	100%	100%	100%
Column Total	31.2	30.6	30.4	39.7	7.7	25
4Yr. Coll.	27.8	32.7	26.1	25.6	53.8	50
4Yr. CWU	32.7	34.7	21.7	6.4	23	0
2Yr. Coll.	8.4	2.0	21.7	28.2	15.4	25
Graduate						
All Professionals	100%	100%	100%	100%	100%	100%
Faculty	94.3	86	100	95.1	92.9	100
Others	5.7	14	0	4.9	7.1	0

IQ2

How many years have you been employed in the following:

N = Valid number of Cases
Percent = Percent of the Valid of the Total Cases

	Median Years	N	Percent
Higher education	9.1	1487	94%
Your current institution	6.6	1464	93%
Your current position	4.4	1370	87%
Your present rank	3.4	1267	80%
In your current department	5.5	1320	84%

IQ3

What is your faculty rank?

Percent Distribution

	Percent	N	Percent
Lecturer	5.5%	1430	91%
Instructor	8.6		
Assistant Professor	25.3		
Associate Professor	18.6		
Professor	12.7		
Other	29.2		

IQ4

If you hold an administrative position, are:

Percent Distribution

	Percent	N	Percent
Full time	90.1%	787	50%
Part time	9.9		

IQ5

Do you hold a joint appointment in more than one department or in more than one institution?

Percent Distribution

	Percent	N	Percent
Yes	12.9%	1515	96%
No	87.1		

IQ6

Is the department in which you are currently employed the same as the department of your initial appointment at this institution?

Percent Distribution

	Percent	N	Percent
Yes	82.2%	1551	99%
No	17.8		

IQ10

Are you tenured?

Percent Distribution

	Percent	N	Percent
Yes	43.5%	1532	98%
No	56.5		

IQ11

How old were you when you were awarded tenure?

	Median	N	Percent
Age	39	672	43%

IQ12

How many years were you employed in higher education before receiving tenure?

	Median	N	Percent
	6	655	42%

IQ13

Have you applied for a sabbatical since entering higher education?

		N	Percent
Yes	37.7%	754	48%
No	62.3%		

IQ14

Have you been granted a sabbatical since entering higher education?

		N	Percent
Yes	35.5%	729	46%
No	64.5%		

IQ15

Do you have a multi-year contract?

Yes	33.5%
No	66.5%

IQ16

Do you have permanent status?

		N	Percent
Yes	43.9 %	1402	89%
No	56.1 %		

IQ17

How many years remain before you will be reviewed for tenure?

Median	N	Percent
2.5	441	28%

IQ19

If you are currently enrolled in a degree granting program, or do not hold a terminal degree, which one of the following best describes your present status?

	Percent	N	Percent
Not enrolled	48.2 %	898	57%
Course work completed	9.0		
Course work and orals completed	1.8		
Writing the thesis or dissertation	14.8		
Work suspended on the requirements due to personal problems	5.6		
Work suspended due to lack of funds	5.6		

IQ20 A

When studying for your highest earned degree, were you the recipient of fellowships or grants

	Percent	N	Percent
Yes	53.7 %	1522	97%
No	46.3 %		

IQ20B

If yes, were any of these awards specifically designated for minorities?

	Percent	N	Percent
Yes	28.1 %	882	56%
No	71.9 %		

IQ21

In completing your graduate education, what were your three major sources of support? (Major Support)

Percent Distribution

	Percent	N	Percent
Grants/Fellowships	33.0	1316	84%
Teaching assistantships	8.5		
Savings	6.1		
Contributions for parents	4.4		
Spouse's earnings	4.5		
Earnings from part time employment	5.4		
Earnings from full time employment	27.3		
GI Bill	4.0		
Others	6.9		

IQ22

Have you received a post-doctoral fellowship?

	Percent	N	Percent
Yes	12.0%	1496	95%
No	88.0%		

IQ23

If yes was it supported by funds earmarked for minorities?

	Percent	N	Percent
Yes	12.0%	249	16%
No	88.0%		

24

at is your gross annual salary at your institution excluding summer and supplemental earnings?

Less than \$10,000	2.3 %	1548	99%
\$10,000-14,999	10.3		
\$15,000-19,999	27.6		
\$20,000-24,999	27.6		
\$25,000-29,999	12.6		
\$30,000-Above	19.5		

25

at is the contractual commitment for this salary?

	Percent	N	Percent
9-10 months	41.3%	1525	97%
11-12 months	58.7%		

26

any part of your salary dependent on sources other than regular institutional funds?

	Percent	N	Percent
None	79.3%	1508	96%
In part	8.2		
Entirely	8.0		
Don't Know	4.5		

27

ring the past year, what was the amount of your supplemental income?

	Percent	N	Percent
Zero	40.3 %	1479	94%
Less than \$1,000	15.8		
\$1,000-2,999	19.3		
\$3,000-4,999	10.5		
\$5,000-Above	14.2		

29

ease indicate the two major sources of this supplemental income.

	Percent	N	Percent
Consulting	39.5 %	745	47%
Royalties	4.0		
Honorariums	10.7		
	45.8		

IQ30

Irrespective of your current employment what are your primary interests in higher education?

	Percent	N	Percent
Teaching	29.4%	1511	96%
Research/Writing	16.3		
Administration	28.8		
Other	4.5		

IQ32

Were you employed in higher education prior to 1970?

	Percent	N	Percent
Yes	40.0	1547	99%
No	60.0		

IQ33

Did you hold any positions outside of higher education prior to 1970?

	Percent	N	Percent
Yes	57.1	1534	98%
No	42.9		

IQ35

In what region did you receive your secondary school training?

	Percent	N	Percent
North	21.2	1522	97%
South	17.7		
East	35.0		
West	3.7		
Outside of United States	19.7		
Northeast	2.2		
Midwest	.5		

IQ36A

If these schools were in the Continental United States, were they:

	Percent	N	Percent
Public	83.2	1275	81%
Private	16.8		

IQ36B

Was the enrollment in these schools:

	Percent	N	Percent
Predominately black/minority	29.8	1293	82%
Racially mixed	18.4		
Predominately white	51.8		

IQ37

How would you characterize the racial composition of the student at the institution where you earned your undergraduate degree?

	Percent	N	Percent
50 Predominately black/minority	24.8	1428	91%
Racially mixed	11.6		
Predominately white	63.7		

IQ39A

How many years of formal education were completed by your parents?

Mother	Percent	N	Percent
Less than a high school education	33.1	1543	98 %
Some High School	15.0		
High School Graduate	23.3		
Some College	12.0		
College Graduate	9.4		
Post Baccalaureate Studies	7.1		

IQ39B

How many years of formal education were completed by your parents?

Father	Percent	N	Percent
Less than a High School education	33.9	1510	96%
Some High School	15.2		
High School graduate	18.2		
Some College	11.7		
College graduate	8.3		
Post Baccalaureates studies	12.6		

IQ40A

Excluding yourself, how many children were in your immediate family?

	Median	N	Percent
Males	2.2	1375	88%

IQ40B

Excluding yourself, how many children were in your immediate family?

	Median	N	Percent
Females	2.1	1379	88%

IQ41A

How many of your brothers and sisters have completed college?

	Median	N	Percent
Brothers	3.2	1175	75%

IQ41B

How many of your brothers and sisters have completed college?

	Median	N	Percent
Sisters	2.9	1174	75%

IQ42

Most people consider themselves members of a particular socio-economic group. Which of the following best describes your family's situation when you were growing up?

	Percent	N	Percent
Upper class	3.0%	1549	99%
Middle class	31.1		
Working class	47.6		
Poor	17.6		
Other	0.8		

IQ43

Are you currently married?

	Percent	N	Percent
Yes	62.8%	1545	98%
No	37.2%		

IQ45

What is the current employment of your spouse?

	Percent	N	Percent
Employed full-time	69.3%	944	60%
Employed part-time	9.5		
Not employed, seeking work	6.3		
Not seeking work	14.9		

IQ46

What is the highest educational level completed by your spouse?

	Percent	N	Percent
Less than a high school education	1.3%	972	61%
Some high school	1.3		
High school graduate	7.1		
Some college	18.4		
College graduate	24.0		
Post Baccalaureate studies	47.8		

IQ47A

Do you have any children?

	Percent	N	Percent
Yes	66.3%	1527	97%
No	33.7%		

IQ47A

If yes, how many?

	Median	N	Percent
	2	925	59%

IQ48A

What is your data and place of birth?

	Median	N	Percent
	39	1497	95%

IQ49

Are you:

	Percent	N	Percent
Male	58.2%	1558	99%
Female	41.8%		

IQ50

What is your citizenship status?

	Percent	N	Percent
U. S. native	78.2%	1555	99%
Naturalized Citizen	14.5		
Non U. S. Citizen (Permanent resident)	6.9		
Non U. S. Citizen	0.4		

IQ50B

If non U. S. Citizen, indicate country of resident.

Median	N	Percent
1.1	1555	99%

IQ51

How would you classify yourself?

	Percent	N	Percent
Black/Negro/Afro-American	70.0%	1554	99%
Indian (American)	0.6		
Mexican-American/Chicano	1.9		
Puerto Rican	8.5		
Asian	10.9		
Other	6.2		
West Indian	0.8		
Black Hispanic	1.0		

11Q1

Which factors were most influential in your choice of a career in higher education?

	Percent	Distribution	
	Percent	N	Percent
Intellectual rewards	50.5%	1549	99%
Prestige/status	6.3		
Economic security	9.3		
Scholarly environment	8.3		
A job was available	11.7		
Enjoyed teaching	8.3		
Other factors	5.6		

11Q4

How important is a mentor for professional career development in college and universities?

	Percent	Distribution	
	Percent	N	Percent
Very important	56.2%	1545	98%
Important	19.8		
Somewhat important	10.9		
Not important	2.8		
Don't know	10.2		

11Q5

During your career development have you benefited from a mentor relationship?

	Percent	Distribution	
	Percent	N	Percent
Yes	60.3%	1525	97%
No	39.7		

Q6A

Do you think that your race and/or sex was a factor in your ability to establish or to maintain a mentor relationship?

	Percent Distribution		
Race)	Percent	N	Percent
Yes	37.2%	1261	80%
No	40.0		
Don't know	22.8		

Q6B

	Percent Distribution		
Sex)	Percent	N	Percent
Yes	26.3%	1187	76%
No	48.1		
Don't Know	25.6		

Q7

If you shared a mentor relationship, in what ways did you benefit?

	Percent Distribution	
	N	Percent
Assistance in meeting prominent	459	29%
prominent professionals		
Assistance and publishing	226	14
written works		
Assistance in obtaining grants or	208	13
research funds		
Providing comments and	537	34
advice on research		
Providing advice on	572	36
professional jobs		
Other benefits	208	13

IIQ9

If the person(s) you consider a mentor is still alive are you in communication with him/her?

Percent Distribution

	Percent	N	Percent
Yes	77.9%	925	40%
No	22.1		

IIQ10

If you did not have a mentor relationship, do you think it affected the progress of your career?

Percent Distribution

	Percent	N	Percent
Yes	42.0%	716	46%
No	30.2		
Don't Know	27.8		

IIQ11

How would you characterize the racial composition of the facilities and student bodies in the following:

First Position

Percent Distribution

	Percent	N	Percent
Faculty			
Predominately black/minority	3.3%	1482	94%
racially mixed	11.7		
Predominately white	85.0		

IIQ11B

How would you characterize the racial composition of the facilities and student bodies in the following:

First Position	Percent Distribution		
Student	Percent	N	Percent
Predominately black/minority	29.9%	1368	87%
Racially mixed	14.8		
Presominately white	61.3		

IIQ11C

How would you characterize the racial composition of the facilities and student bodies in the following:

Current Position	Percent Distribution		
Faculty	Percent	N	Percent
Predominately black/minority	3.3%	1482	94%
Racially mixed	11.7		
Predominately white	85.0		

IIQ11D

How would you characterize the racial composition of the facilities and student bodies in the following:

Current Position	Percent Distribution		
Student	Percent	N	Percent
Predominately black/minority	14.7%	1445	92%
Racially Mixed	22.6		
Predominately white	62.7		

IIQ12

How did you learn of your first full time job in higher education?

Percent Distribution

	Percent	N	Percent
Unsolicited offer	21.7%	1537	99%
Colleagues-white	11.0		
Colleagues-minority	14.8		
College/University placement office	5.1		
Minority professors	3.6		
White professors	7.4		
Direct application to department	17.9		
Professional journals/organization	4.2		
Publication directed at minorities	0.8		
Minority caucus of professional organization	0.3		
Other	13.1		

IIQ13

If your current job is not your first full time job how did you find out about your current position?

Percent Distribution

	Percent	N	Percent
Unsolicited offer	16.8%	1104	70%
Colleagues-white	12.8		
Colleagues-minority	15.8		
College/University placement office	2.4		
Minority professors	4.2		
White professors	5.5		
Director application to department	15.6		
Professional journals/organization	8.2		
Publication directed at minorities	1.1		
Minority caucus of professional organization	0.5		
Other	17.1		

IQ15

During the past five years have you changed institutions?

Percent Distribution		
Percent	N	Percent
22.7%	1518	97%
77.3		

Q16

If yes, which of the following best describe the reasons for change?

	Valid Cases	Number of those who changed institutions	Percent
achieve more prestige	52	641	3%
achieve more financial security	128		8
move to a better intellectual climate	68		4
move to an institution with better research facilities	19		1
move to an institution with better opportunities for promotion/tenure	99		7
other	120		8
cause of racial conflicts with students	8		1
cause of racial tensions with colleagues	29		2
cause of personal problems	19		1
cause of incompatibility with colleagues	38		3
others	61		4

IIQ18

How likely are you to change institutions within the next five years?

	Percent Distribution		
	Percent	N	Percent
Very Likely	27.1%	1548	99%
Likely	9.9		
Somewhat likely	14.5		
Unlikely	31.5		
Don't know	17.0		

IIQ19

Have you received job offers or inquiries during the last year?

	Percent Distribution		
	Percent	N	Percent
Yes	51.3%	1541	98%
No	48.7		

IIQ20

If you were seeking another position, would the racial composition of the faculty be a factor in your choice?

	Percent Distribution		
	Percent	N	Percent
Yes	36.7%	1522	97%
No	63.3		

IIQ21

If yes, what type of racial mix of the faculty would you prefer?

	Percent Distribution		
	Percent	N	Percent
Predominately black/minority	14.9%	649	41%
Racially mixed	81.8		
Presominately white	3.2		

IIQ22

If you were seeking another position, would the racial composition of the student body be a factor?

	Percent Distribution		
	Percent	N	Percent
Yes	46.5%	1519	97%
No	53.5		

IIQ23

What type of racial mix among students would you prefer?

	Percent Distribution		
	Percent	N	Percent
Predominately black/minority	16.3%	1026	65%
Racially mixed	81.9		
Predominately white	1.9		

II26

How would you compare yourself with your white colleagues of similar age and educational background with respect to:

	Percent Distribution			N	Percent
	In a better position	About the same	In a worse position		
Salary	14%	56%	30%	1430	97%
Opportunities for publication	10	61	30	1465	93
Chance for exposure at conferences	16	56	28	1513	96
Opportunities for promotion	11	45	44	1512	96
Influencing policy in higher education	14	40	46	1497	96
Making contributions to your speciality	20	58	22	1508	95
Opportunities for meeting influential people in your field	20	52	28	1522	97
Social status	15	57	28	1467	93

63

IIIQ6

What is the approximate racial composition of these classes?

Percent Distribution

	Graduate	N	Percent	Undergraduate	N	Percent
Predominately black/minority	6.4%	314	20%	21%	717	46%
Racially mixed	27			22		
Predominately white	66.6			56		

IIIQ7

During a typical semester, approximately how many hours per week do you spend on the following activities?

Percent Distribution

	Median Hours	N	Percent
Administration	16	1049	67%
Teaching (contact hours)	10	954	61
Preparing for teaching	10	925	40
Advising students	5	1170	75
Counseling	5	893	57
Research and writing	10	845	54
Committee work	12	1114	71
Professional consultation	4	649	41
Other activities	5	494	31

IIIQ8

Do you feel that your teaching or administrative assignments are fairly distributed in comparison to your colleagues?

Percent Distribution

YES	NO	DON'T KNOW	N	Percent
62%	27%	11%	1159	93%

IIIQ9

Does your institution have written rules for tenure (permanent status) and promotion?

Percent Distribution

YES	NO	DON'T KNOW	N	Percent
87%	5%	9%	1495	95%

IIIQ12

In your opinion, how closely are the written criteria followed in the evaluation of professionals for tenure and promotion?

Percent Distribution				N	Percent
VERY CLOSELY	CLOSELY	SOMEWHAT CLOSELY	NOT FOLLOWED		
20%	29%	41%	10%	1070	68%

IIIQ13

In your view, have the written criteria been applied fairly?

Percent Distribution

YES	NO	N	Percent
50%	50%	928	59%

IIIQ14

How would you characterize the importance given the following factors in the evaluation process for tenure and promotion at your institution?

Percent Distribution

	Very Important	Important	Unimportant	N	Percent
Teaching performance	44%	42%	15%	1297	83%
Committee work	25	55	21	1301	83
Publications	53	29	18	1300	83
Community service	13	44	43	1284	82
Student Advisement/counseling	16	41	43	1275	82
Administration	19	43	38	1199	76

IIIQ16

Are you evaluated at definite intervals?

Percent Distribution

YES	NO	N	Percent
80%	20%	1464	93%

IIIQ17

In your opinion, was the last evaluation fair?

Percent Distribution

YES	NO	N	Percent
82%	18%	1262	80%

111Q18

Are student evaluations part of the promotion and tenure review?

Percent Distribution

	Percent	N	Percent
Yes	58%	1424	81%
No	26		

111Q19

In your opinion, was your last student evaluation fair?

Percent Distribution

	Percent	N	Percent
Yes	87%	821	52%
No			

111Q20A

If you are not tenured, how do you rate your chances for tenure (permanent status) and promotion?

Percent Distribution

Promotion	Percent	N	Percent
Very Good	20.1%	651	41%
Good	32.6		
Poor	22.7		
Very poor	8.4		
No chance	16.1		

111Q20B

Tenure

	Percent	N	Percent
Very Good	16.3%	557	37%
Good	28.8		
Poor	18.2		
Very Poor	8.0		
No Chance	28.8		

IIIQ21

Does your institution provide adequate support in obtaining grants and other financial assistant?

	Percent Percent	Distribution N	Percent
More than adequate	11%	1402	89%
Adequate	55		
Inadequate	34		

IIIQ22

How would you characterize the assistance minorities received from your institution in comparison with whites in the following areas?

	Percent Distribution			N	Percent
	Better Than Whites	About the Same as Whites	Less than Whites		
Obtaining grants	4%	64%	32%	1319	
Student Assistance	9	67	24	1318	
Computer time	1	80	19	1194	
Released time from	1	69	29	1282	
Teaching/administration					
Office space	1	80	17	1342	
Secretarial assistance	2	74	24	1333	
Funds for travel to	1	71	27	1316	
conferences					
Relief from administrative	2	67	32	1241	
responsibilities/workload					

IIIQ23

Does your institution grant merit pay?

	Percent Percent	Distribution N	Percent
Yes	51%	1434	91%
No	49		

IIIQ24

Have you received this pay increase?

Percent Distribution

YES	NO	N	Percent
46%	54%	866	55%

IIIQ25

Based on your experience have minorities been as successful as whites in receiving merit increases?

Percent Distribution

Better than most	About the same	Less than most	N	Percent
3%	49%	48%	741	47%

IIIQ26

In your opinion, how are the following activities evaluated in the tenure and promotion process at your institution?

Percent Distribution

	Very Positively	N	Percent	Positively	N	Percent	Not Positively	N	Percent
Minority community services	7%	1180	75%	42%	1178	75%	51%	103	6%
Student counseling/advisement for minority students	8			45%			47%		

IIIQ27

In your view, do these activities receive enough consideration in the tenure and promotion review?

Percent Distribution

YES	NO	DON'T KNOW	N	Percent
17%	49%	34%	1280	82%

IIIQ28

How many of the following have you produced in the last ten years?

Valid Cases

	N	Percent
Persons in the sample had published books	765	49%
Published articles	364	25
Published books	363	23
Published book reviews	934	59
Funded proposals	649	41
Creative works	448	

IIIQ29A

How would you characterize your primary research interests?

	Valid Cases	Percent
Basic or pure	349	22%
Applied/action oriented	712	45
Literary/expressive	230	15
Minority related	658	42
Other	66	4

IIIQ30

How involved are you in the key professional associations in your discipline?

		Percent Distribution			
		Active	Somewhat Active	Not Active	N Percent
69	Seeking an office	13%	17%	70%	1250 80%
	Submitting papers for conferences	23	32	45	1289 82
	Volunteering for organizational activities	26	36	38	1326 84
	Attending national or regional conferences	44	40	15	1430 91
	Submitting papers to the official journal for publication	19	27	54	1260 80
	Participating in ethnic caucuses	29	35	35	1330 85

IIIQ31

Within the last five years, have you presented papers at conferences within your field or speciality?

Percent Distribution			
YES	NO	N	Percent
54%	46%	1492	95%

111Q32

Within the last five years, have you submitted articles for publication to referred journals?

Percent Distribution

If yes, were they	A) YES	NO	N	Percent
	38%	62%	1473	94%
	B) ACCEPTED	REJECTED		
	84%	15%	571	36

111Q33

Within the past five years, have you received research funds from any sources?

Percent Distribution

YES	NO	N	Percent
29%	71%	1464	93%

111Q34

If yes, which of the following organizations provided the funds?

Valid Cases

Your institution (183)
Federal agencies (235)

State or local government (95)
Private foundations (152)

IVQ1

During the past academic year, how often did you engage in each of the following activities with white and with minority colleagues?

Percent Distribution

White Colleagues

	VERY OFTEN	OFTEN	INFREQUENTLY	NEVER
Informal parties and dinners	6.6%	25%	56.6%	11.5%
Cultural affairs	6.1	19	44	26
Spectator sports	2.8	9	29.7	58
Sports and leisure activities	3.5	10.7	30	55
Political events	5.6	13.6	36.3	44.5
Personal or confidential conversations	18	34	36	12
Visiting in thier homes	4.7	17	49.8	28.5
Hosting them in your home	3	13.9	42.5	40.6
Other activities	6	16	45	32

Minority Colleagues

	VERY OFTEN	OFTEN	INFREQUENTLY	NEVER
Informal parties and dinners	12%	34%	43%	10%
Cultural affairs	11	30	38	20
Spectator sports	5	13	33	49.8
Sports and leisure activities	6.5	16.8	31.5	44.8
Political events	13.5	25.2	32.4	28.9
Personal or confidential conversations	35	39.5	19	6.6
Visiting in thier homes	15	29	37.8	17.8
Hosting them in your home	13.4	27.1	38	21
Other activities	16.2	27.8	35.5	20

IVQ3

In your view, how important are the following activities in increasing the chances of a minority professional for tenure or promotion?

	Percent Distribution					N	Percent
	VERY IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	DON'T KNOW		
Membership on committees that shape academic policy	53.4%	28.5%	9.3%	5.2%	3.5%	1470	94%
Membership on committees that impact on students	31.5	28.4	23.5	12.4	4.2	1460	93
Membership on committees concerned with affirmative action	24.5	17.7	24	27.2	6.6	1464	93
A leadership role in the union	20.7	21.1	21.1	24.6	12.4	1434	91
A leadership role among minority faculty	18.3	23.6	23.9	25.6	8.6	1452	92
Sustained informal relations with key administrators	41.5	33.5	13	7.3	4.6	1465	93
Participation in joint research projects	30	32.8	19	8.7	9	1418	90
Others	56.8	16.7	5.6	4.3	16.7	162	10

IVQ4

Do you currently serve on any committees?

Percent Distribution			
YES	NO	N	Percent
79.9%	20.1%	1476	94%

IVQ5

If yes, how many of these committees are?

Percent Distribution			
Appointed	N	Elected	N
81.5%	1034	1.7%	672
		Percent	
		43%	

IVQ6

Do any of these committees make decisions on hiring, promotion/tenure, or merit increases?

Percent Distribution										
	HIRING	N	Percent	PROMOTION/TENURE	N	PERCENT	MERIT INCREASES	N	Percent	
YES	41.9%	1153	73%	33.8%	1111	71%	16.5%	936	60%	
NO	58.1%			66.2			83.5%			

IVQ7

In the past three years, have you served on any committees that make decisions on hiring, promotion, tenure or merit increases?

Percent Distribution

	YES	NO	N	Percent
	49.1%	51%	1478	94%
If yes, were you?	APPOINTED	ELECTED		
	63%	37%	703	45%

73

IVQ9

How would you rate the chances of minorities to serve on the following committees or decision-making bodies?

Percent Distribution

COMMITTEES ON:	BETTER THAN WHITES	AS GOOD AS WHITES	POOR IN COMPARISON TO WHITES	NO CHANCE AT ALL	N	Percent
Academic policy	1.6%	41.6%	52.4%	4.4%	1423	91%
Tenure	1.1	35.1	54.9	8.9	1423	91
Promotion	1.6	35.9	55	7.5	1419	90
Hiring	3.8	39.6	51	5.6	1417	90
Affirmative Action	36.8	47.5	14.3	1.4	1416	90
Student Affairs	15.5	65.9	17.7	0.8	1417	90
College Senate	2.8	47.8	46.5	2.9	1383	88
Other governance bodies	2.4	44.1	49.5	3.6	1289	82

IVQ10

1459 Does your institution have a designated affirmative action officer?
Percent Distribution

YES	NO	N	Percent
86.5%	13.5%	1459	93%

11A.

Is the affirmative action officer:

MALE	FEMALE	N	Percent
46.6%	53.4%	1159	74%

BLACK	HISPANIC	ASIAN	WHITE	OTHER	N	Percent
54.7%	5.2%	0.5%	39.4%	.03%	1163	74%

IVQ12

1214 How effective do you perceive the affirmative action officer to be in assisting minority staff members with problems of promotion and tenure?

Percent Distribution

VERY EFFECTIVE	EFFECTIVE	INEFFECTIVE	DON'T KNOW	N	Percent
6%	16.9%	44.4%	32.7%	1284	82%

IVQ13

1483 Does your institution have an affirmative action plan?
Percent Distribution

YES	NO	DON'T KNOW	N	Percent
65.8%	9.5%	24.7%	1488	95%

IVQ14

1137 Have you read the affirmative action plan?

Percent Distribution

YES	NO	N	Percent
56.1%	43.9%	1137	72%

IVQ15

If you have read the affirmative action plan, how effectively does the plan address the following?

Percent Distribution

	Effectively	Ineffectively	Not at all	No Opinion	N	Percent
Hiring of minority faculty	40.1%	46.6%	7.6%	5.7%	671	43%
Hiring of minority administrators	33.5	45.4	13.2	7.9	668	43
Promotion of minority faculty	30.4	43.7	17.9	8	661	42
Promotion of minority administrators	26.4	44.2	19.5	9.9	656	42
Tenure of minority faculty	28.3	41.7	19.9	10	647	41
Hiring of minority faculty in departments with few or no minority faculty members	32.3	43.2	17.6	6.9	653	42
Complaints of discrimination	43.7%	35.6%	9.7%	11%	629	40

IVQ16

Do you agree that federal agencies should become involved or increase their involvement in the following higher educational activities?

Percent Distribution

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	N	Percent
Monitoring the hiring of minorities	61%	27.7%	5.6%	2.4%	3.2%	1478	94%
Establishment of more rigorous procedures for evaluating affirmative action plans	62.7	27.5	4.5	2.0	3.3	1476	94
Review of tenure procedures	46.5	31	12.6	4.6	5.3	1463	93
Review of promotion practices	50.2	30.9	9.8	4.2	4.8	1463	93
Monitoring the granting of federal research funds	58.2	30.3	4.2	2.1	5.2	1450	92

IVQ17

In your opinion, what effect would increased monitoring of affirmative action by federal agencies have on the following:

	Percent Distribution			N	Percent
	It might lead to fairer procedures	It might be harmful	There would be no impact		
Hiring of faculty	83.4%	6.7%	9.9%	1435	91%
Implementation of affirmative action plans	84.4	5.2	10.4	1422	91
Awarding of federal research funds	77.2	6.5	16.2	1380	88
Awarding of tenure to minority faculty	70	11.5	18	1393	89
Promotion of professionals	73.3	9.6	17	1384	88

IVQ18

How involved are you in racial issues on your campus?

Percent Distribution

	VERY ACTIVE	SOMEWHAT ACTIVE	ACTIVE	INACTIVE	N	Percent
76	24.7%	33.1%	16.9%	25.3%	1509	96%

IVQ19

How involved are you in racial issues that affect your local community or the nation?

Percent Distribution

	VERY ACTIVE	SOMEWHAT ACTIVE	ACTIVE	INACTIVE	N	Percent
	20.8%	34.5%	19.2%	25.6%	1513	96%

VQ1A

Do you have knowledge of any denials of tenure to minority professionals in the last three years?

Blacks	Percent	Distribution N	Percent
Yes	45.8%	1446	92%
No	27.9		
Don't know	26.3		
Hispanic			
Yes	27.0%	1213	77%
No	34.9		
Don't know	38.2		
Asians			
Yes	12.9%	1107	71%
No	38.2		
Don't Know	48.9		
Others			
Yes	17.9%	921	59%
No	31.6		
Don't Know	50.5		

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VQ2

Do you know why they were denied tenure?

	Percent Distribution		
	Percent	N	Percent
Yes	43.8%	907	58%
No	56.2		

VQ3

Were any of these people in your department?

	Percent Distribution		
	Percent	N	Percent
Yes	23.2%	1026	65%
No	76.8		

VQ4

If possible, please rank the three reasons usually given by your institution for denying tenure to minority professionals.

	Percent Distribution		
	Percent	N	Percent
Lack of community service	2.0%	781	50%
Retrenchment for economic reasons	26.2		
Lack of publications	33.4		
Lack of committee work	2.4		
Poor teaching	10.1		
Poor interpersonal relations	4.0		
Failure to earn an advanced degree	15.9		
Other	5.9		

VQ5

To your knowledge, are there certain departments or divisions within your institution with a high proportion of minorities who have not been reappointed?

	Percent Distribution		
	Percent	N	Percent
Yes	21.4%	1140	73%
No	78.6		

VQ6

In your judgement, how helpful are professional organizations(e.g., unions) in dealing with minority employment and promotion problems on your campus?

	Percent Distribution		
	Percent	N	Percent
79			
Very Helpful	6.2%	1339	73%
Helpful	24.6		
Not Helpful	61.3		
They hinder minority advancement	7.8		

VQ7

In your judgement, have less competent whites been hired, promoted or tenured over more competent minorities within the last three years at your institution?

	Percent Distribution		
	Percent	N	Percent
A great many	20.8%	1117	71%
Some	51.7		
None	27.6		

SECTION III

ANALYSIS OF THE TRI-STATE SURVEY RESULTS
BY RACE, ETHNICITY AND SEX

In this section we have presented the highlights of the data from the survey of minority professionals by race, ethnicity, sex and age. Data in this section are intended to provide greater clarity to the policy and program implications in Section II. It is emphasized that this is only a small part of the data base. Of critical importance are those findings which show that:

1. Females are at the bottom of the occupational ladder in faculty positions and often do not perceive their chances for promotion and tenure as being very good.
2. Minorities have much lower rates of tenure in private versus public colleges.
3. The major sources of employment are four- and two-year colleges. However, minorities are new employees at all institutions, particularly private colleges.
4. The proportion of faculty members who are associate and full professors is high in most institutions and will probably cause problems for minorities seeking promotion in the future.

RESPONDENTS BY RACE, ETHNICITY, SEX, AND AGE

Identifying and locating minority professionals was an arduous task. We identified approximately 3,000 nonwhite professionals in the three states by asking colleges to send us names, contacting minority faculty leaders and administrators, contacting EEO officers, and relying on our advisory task force. The process took over 3 months. Overall, we mailed 3,000 questionnaires, and received 1,570, or 52 percent in response.

(See Appendix B for the Racial and Ethnic Characteristics of the professionals in the three states.)

Blacks were the largest group in the sample, comprising 72 percent of the respondents; Hispanics comprised 12 percent of the respondents; Asians/Pacific Islanders, 11 percent; "other" groups, 6 percent; and American Indians, 1 percent.

The sex and ethnicity of the respondents are presented in Table III-1. Black males comprised 39.2 percent of the respondents and black females 31.2 percent. Hispanic males were 6 percent of the respondents and Hispanic females 6 percent. Eight percent of the respondents were Asian males, and 3 percent were Asian females. Although we did not analyze the group defined as "other", the males comprised 4 percent of the sample and the females 2 percent.

Hispanics were the youngest group in the sample, which reflects their age in the total population and their newer entry into employment in higher education. As Table III-2 shows, the 42 percent of the Hispanic males and 49 percent of the Hispanic females were 35 years of age or under. By comparison, only 25 percent of the black males were 35 years of age or younger, while 23 percent were over 51 years of age. Black females, because of both historical racism and sexism, were also young. Approximately one-third (34 percent) of the black females were 35 years of age or younger while 19 percent were over 51 years of age. Asian males resembled black males by age cohorts. Close to one quarter (23 percent) of the Asian males were over 50 years of age, while only 18 percent were 35 years of age or younger. Asian females were younger than Asian males, but older than Hispanic and black females. In the sample, 24 percent of

TABLE III-1

DISTRIBUTION OF THE RESPONDENTS BY
RACE, ETHNICITY AND SEX

TOTAL 1,487

Percent 100%

Black Male	39.2%	Black Female	31.2%
Asian Male	8%	Asian Female	3%
Hispanic Male	6%	Hispanic Female	6%
Other Male	4.0%	Other Female	2.0%
American Indian Male	.3%	American Indian Female	.3%

TABLE III-2

AGE OF THE RESPONDENTS BY
RACE, ETHNICITY AND SEX

MALE					
RACE	BLACK	HISPANIC	ASIAN	AMERICAN INDIAN	OTHERS
AGES					
20-25	5	0	1	0	1
26-30	35	8	2	0	6
31-35	104	27	18	0	10
36-40	97	16	22	0	13
41-45	111	9	24	1	6
46-50	94	14	26	1	12
51-55	67	8	17	1	10
55-60	45	2	8	1	2
51-65	26	0	1	0	1
66 & Over	2	0	1	1	1
COLUMN TOTAL	586	84	120	5	62
ROW TOTAL	857				
FEMALE					
RACE	BLACK	HISPANIC	ASIAN	AMERICAN INDIAN	OTHERS
AGES					
20-25	9	1	0	0	0
26-30	52	16	2	1	3
31-35	98	25	8	1	8
36-40	92	14	14	2	5
41-45	65	9	7	0	3
46-50	62	6	5	0	5
51-55	39	10	3	0	3
55-60	31	5	2	0	4
61-65	13	0	2	0	1
66 & Over	4	0	0	0	0
COLUMN TOTAL	630				
ROW TOTAL	1,487				
GRAND TOTAL					

TABLE III-2
Age Distribution by Race and Sex

RACE COLUMN TOTAL	MALE				
	BLACK 100%	HISPANIC 100%	ASIAN 100%	AMERICAN INDIAN 100%	OTHER 100%
AGES					
20-25	1	0	1	0	2
26-30	6	10	2	0	10
31-35	18	32	15	0	16
36-40	17	19	18	0	21
41-45	19	11	20	20	10
46-50	16	17	22	20	19
51-55	11	10	14	20	16
56-60	8	2	7	20	3
61-65	4	0	1	0	2
66 & Over	0.3	0	1	20	2

RACE COLUMN TOTAL	FEMALE				
	BLACK 100%	HISPANIC 100%	ASIAN 100%	AMERICAN INDIAN 100%	OTHER 100%
AGES					
20-25	2	1	0	0	0
26-30	11	19	5	25	9
31-35	21	29	19	25	25
36-40	20	16	33	50	16
41-45	14	10	16	0	9
46-50	13	7	12	0	16
51-55	8	12	7	0	9
56-60	7	6	5	0	13
61-65	3	0	5	0	3
66 & Over	1	0	0	0	0

of the Asian females were 35 years of age or younger while 17 percent were over fifty.

EMPLOYMENT OF MINORITIES BY TYPES OF INSTITUTIONS

The publicly supported two- and four-year colleges form the principal base of employment for the minorities in the survey. There are, however, differences by race, sex, ethnicity and age. Four-year publicly supported institutions are a major source of employment for blacks and Asians. For Hispanics, the two-year institutions form their major base of employment.

Males

As is the case throughout the study, there were significant differences between males and females in the types of institutions in which they were employed. As Table III-3 reveals, nearly 6 out of every 10 black males in the publicly supported institutions were employed in four-year institutions. The largest proportion, however, were employed in two-year colleges. Asian males in the public colleges were primarily employed in four-year institutions; however, 24 percent also worked in graduate institutions. Among the Hispanic males, 36 percent worked in two-year institutions, the highest of any of the males, and 14 percent were employed in graduate institutions.

For males employed in private colleges and universities, four-year colleges within universities and graduate institutions were their major source of employment. Among black males, 37 percent worked in four-year colleges within universities, and 32 percent in graduate institutions. Four of every 10 Asian males were employed in colleges within universities and 28 percent in graduate institutions, while 33 percent of the males were employed in four-year colleges.

TABLE III-3
EMPLOYMENT DISTRIBUTION OF MALE RESPONDENTS,
FACULTY AND ADMINISTRATORS BY
INSTITUTIONAL TYPES

MALE INSTITUTIONS	PUBLIC			PRIVATE		
	BLACK ROW TOTAL NUMBER	HISPANIC ROW TOTAL NUMBER	ASIAN ROW TOTAL NUMBER	BLACK ROW TOTAL NUMBER	HISPANIC ROW TOTAL NUMBER	ASIAN ROW TOTAL NUMBER
4Yr. Coll.	101	11	19	30	2	14
4Yr. CWU	104	14	20	39	11	17
2Yr. Coll.	107	18	6	2	1	0
Graduate	32	7	14	34	6	12
Sub-Total	344	50	59	105	20	43
Others	20	2	1	4	0	1
TOTAL	364	52	40	109	20	44

DISTRIBUTION

Column Total	100%	100%	100%	100%	100%	100%
4Yr. Coll.	29.4	22	32.2	28.6	10	32.6
4Yr. CWU	30.2	28	33.9	37.1	55	39.5
2Yr. Coll.	31.1	36	10.2	1.9	5	0
Graduate	9.3	14	23.7	32.4	30	27.9
All Professionals	100%	100%	100%	100%	100%	100%
Faculty	94.5	96.2	97.6	96.3	100	97.7
Others	5.5	3.8	2.5	3.7	0	2.3

Females

The type of institutional employment for females was not significantly different from males. As Table III-4 shows, 33 percent of the black females in the publicly supported colleges worked in two-year institutions and 31 percent in four-year colleges. Slightly more than one-third (35 percent) of the Hispanic females were employed in two-year institutions. In contrast to black and Hispanic females, Asian women were found in publicly supported four-year institutions, and were employed in higher proportions in graduate institutions. Overall, minority women are not usually found in large numbers in the private universities.

LENGTH OF EMPLOYMENT

Years Employed in Higher Education

The absence of minority professionals from predominantly white institutions is best demonstrated by the fact that in our sample the median number of years minorities had been employed in higher education was nine (9). There were significant differences among the racial and ethnic groups by sex and institutional types.

Years Employed at Present Institutions

Institutions of higher education have only recently begun to hire minorities (excluding Asian and black males). The median number of years that the faculty and administrators had been employed at their current institutions was seven (7) years. We found that this time period differed significantly by race, ethnicity, sex and types of institutions. The respondents at four-year colleges within universities and two-year colleges

TABLE III-4

EMPLOYMENT DISTRIBUTION OF FEMALE RESPONDENTS,
FACULTY AND ADMINISTRATORS
BY INSTITUTIONAL TYPES

TYPE INSTITUTIONS	PUBLIC			PRIVATE		
	BLACK ROW TOTAL NUMBER	HISPANIC ROW TOTAL NUMBER	ASIAN ROW TOTAL NUMBER	BLACK ROW TOTAL NUMBER	HISPANIC ROW TOTAL NUMBER	ASIAN ROW TOTAL NUMBER
4Yr. Coll.	82	15	7	31	1	2
4Yr. CMU	73	16	6	20	7	4
2Yr. Coll.	86	17	5	5	3	0
Graduate	22	1	5	22	2	2
Sub-Total	263	49	23	78	13	8
Admin/Others	16	8	0	4	1	0
⁸⁰ Total	279	57	23	82	14	8

DISTRIBUTION

	Black 100%	Hispanic 100%	Asian 100%	Black 100%	Hispanic 100%	Asian 100%
Sub-Total	100%	100%	100%	100%	100%	100%
4Yr. Coll.	31.2	30.6	30.4	39.7	7.7	25
4Yr. CMU	27.8	32.7	26.1	25.6	53.8	50
2Yr. Coll.	32.7	34.7	21.7	5.4	23	0
Graduate	8.4	2.0	21.7	28.2	15.4	25
All Professionals	100%	100%	100%	100%	100%	100%
Faculty	94.3	86	100	95.1	92.9	100
Admin/Others	5.7	14	0	4.9	7.1	0

had the longest histories of employment.

Years Employed in Current Positions

The administrators and counselors, many of whom are young, are especially new. We found that the median length of employment for these respondents was four (4) years.

Years Employed In Current Rank

In 1981, the median number of years that faculty had been employed was 3.4. The proportion of each group by race, ethnicity and sex that had been employed for more than five (5) or ten (10) years differed by institutional types. Two- and four-year colleges within universities had the largest number of persons with longevity, and graduate institutions the shortest. Private institutions lagged far behind the publicly supported institutions.

Professionals Employed Before and After 1970

In no employment sector do minorities face complexities comparable to those found in higher education institutions. While 63 percent of the minorities in the sample attended predominantly white universities as undergraduates, their experiences as professional colleagues in higher education was limited. For the total sample, only 40 percent of the 1,570 respondents were hired in universities prior to 1970.

The faculty and administrators who were employed in colleges and universities prior to the "push" to hire minorities were usually black and Asian males. Among the black males, 46 percent were employed in higher education prior to 1970, and 58 percent of the Asian males. By contrast, only 34 percent of the Hispanic males, 29 percent of the black

females, 23 percent of the Hispanic females, and 50 percent of the Asian females were employed before 1970. (See Table III-5).

PROFILE OF EMPLOYMENT EXPERIENCES

Males

The minorities with the longest experience in higher education were most likely to be found in public four-year colleges within universities and two-year colleges. As Table III-5 shows, 48.8 percent of the black male professionals in public universities were employed prior to 1970, while only 38.8 percent of the black males in the private universities were employed before 1970. In the public institutions, over 40 percent of the black males in each of the institutional types were employed prior to 1970. By contrast, nearly three-fourths (75 percent) of the black males in the private institutions were employed in higher education after 1970, as were 57 percent of the blacks at colleges within universities and 59 percent in graduate institutions.

Asian males had the longest employment histories in both the public and private universities. The findings for Asian males in Table III-5 reveal that slightly more than 52 percent of the Asians in the public institutions were employed prior to 1970, and two-thirds of those in the private colleges and universities. The Asian males with the longest employment histories within higher education in 1981 were employed in two-year colleges and four-year colleges within universities.

Hispanic males employed in predominantly white institutions of higher education are generally new additions. In our sample, two-thirds (66 percent) of the Hispanic males employed in public institutions were hired after 1970,

DISTRIBUTION OF RESPONDENTS BY INSTITUTIONAL TYPES

EMPLOYED IN HIGHER EDUCATION BEFORE 1970

Section III - 12

MALE-PUBLIC INSTITUTIONS

RACE/ETHNIC/GROUP

	4Yr. College			4Yr. CMU			2Yr. College			GRADUATE			RACE TOTAL			ROW TOTAL
	S	H	A	S	H	A	S	H	A	S	H	A	S	H	A	
YES	48	4	8	51	4	14	53	5	4	14	4	4	166	17	30	213
NO	52	7	11	52	10	6	53	13	2	17	3	9	174	33	28	235
TOTAL	100	11	19	103	14	20	106	18	6	31	7	13	340	50	58	448

MALE-PUBLIC

TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
YES	48	36.4	42.1	49.5	28.6	70	50	27.8	66.7	45.2	57.1	30.8	48.8	34	51.7	47.5
NO	52	63.6	57.9	50.5	71.4	30	50	72.2	33.3	54.8	42.9	69.2	51.2	66	48.3	52.5

FEMALE-PUBLIC INSTITUTIONS

RACE/ETHNIC/GROUP

	4Yr. College			4Yr. CMU			2Yr. College			GRADUATE			RACE TOTAL			ROW TOTAL
	S	H	A	S	H	A	S	H	A	S	H	A	S	H	A	
YES	24	2	4	30	3	6	24	5	1	7	0	1	85	10	12	107
NO	58	13	3	42	13	0	62	12	4	18	1	3	176	39	10	225
TOTAL	81	15	7	72	16	6	86	17	5	22	1	4	261	49	22	332

FEMALE-PUBLIC

TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
YES	29.6	12.3	57.1	41.7	18.7	100	27.9	29.4	20	31.8	0	25	35.6	20.4	54.5	32.2
NO	70.4	88.7	42.9	58.3	81.2	0	72.1	70.6	80	68.2	100	75	62.4	79.6	45.5	67.8

MALE-PRIVATE INSTITUTIONS

RACE/ETHNIC/GROUP

	4Yr. College			4Yr. CMU			2Yr. College			GRADUATE			RACE TOTAL			ROW TOTAL
	S	H	A	S	H	A	S	H	A	S	H	A	S	H	A	
YES	8	0	9	16	5	11	2	1	-	14	1	8	40	7	29	76
NO	22	2	5	21	6	6	0	0	-	20	5	4	63	13	15	91
TOTAL	30	2	14	37	11	17	2	1	-	34	6	12	103	20	44	167

MALE-PRIVATE

TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
YES	26.7	0	64.3	43.2	45.5	64.7	100	100	-	41.2	16.7	66.7	38.8	35	65.9	45.5
NO	73.3	100	35.7	56.8	54.5	35.3	0	0	-	58.8	83.3	33.3	61.2	65	34.1	54.5

FEMALE-PRIVATE INSTITUTIONS

RACE/ETHNIC/GROUP

	4Yr. College			4Yr. CMU			2Yr. College			GRADUATE			RACE TOTAL			ROW TOTAL
	S	H	A	S	H	A	S	H	A	S	H	A	S	H	A	
YES	3	1	2	2	2	1	1	0	-	6	1	0	12	4	3	19
NO	28	0	0	17	5	3	4	3	-	15	1	2	64	9	5	78
TOTAL	31	1	2	19	7	4	5	3	-	21	2	2	76	13	8	97

FEMALE-PRIVATE

TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
YES	9.7	100	100	18.5	28.6	25	20	0	-	28.6	50	0	15.8	30.8	37.5	19.6
NO	90.3	0	0	81.5	71.4	75	80	100	-	71.4	50	100	84.2	69.2	62.5	80.4

and 65 percent of those in the private institutions. As Table III-5 reveals, the public four-year colleges within universities were the principal base of Hispanic males employed prior to 1970.

A clearer picture of the recency of minority males to the predominantly white university is evident from examining the years they have been in their current jobs (Table III-6). Three-fourths of the black males in public institutions were employed by their institutions for ten years or less, as were 83 percent of the Hispanic males and 60 percent of the Asian males. The highest proportion of black males with more than ten years employment at their current institution was found in the four-year colleges, where one-quarter of the males had been employed for eleven or more years, and in the graduate institutions, where 21 percent of the black males had been employed by their institutions for more than ten years. Although 42 percent of the black males in two-year colleges had been employed in higher education prior to 1970, only 19 percent had worked at their current institution for more than ten years. Based on this evidence, it is probably the black males in the two-year colleges who changed institutions most frequently during the early 1970's.

The highest proportion of Asian males with ten or more years at their place of employment in 1981 was found in two-year colleges and graduate institutions. For Hispanic males, the longest continuous employment was at graduate institutions. In both cases, the number of respondents was small.

The same patterns of recency apply to the employment of minority males in their ranks and positions in public institutions. As Table III-6 reveals, 86 percent of the black males had been in their current position ten years

TABLE III-6

NUMBER OF YEARS EMPLOYED IN HIGHER EDUCATION,
INSTITUTIONS, POSITIONS, RANK AND DEPARTMENT

MALE

MALE-PUBLIC
INSTITUTIONS
RACE/ETHNIC/GROUP

YEARS EMPLOYED IN
HIGHER EDUCATION

	4Yr. College			4Yr. CMU			2Yr. College			GRADUATE			RACE TOTAL			NOW TOTAL
	B	H	A	B	H	A	B	H	A	B	H	A	B	H	A	
1-5	18	0	7	11	3	2	12	5	1	4	0	3	45	8	13	66
6-10	35	8	4	45	7	4	50	7	2	14	3	3	144	25	13	182
11-15	37	1	3	31	1	4	27	2	0	7	2	4	102	6	11	119
16-20	5	2	1	7	2	6	12	3	1	4	2	1	28	9	9	45
21-25	2	0	2	3	1	3	1	0	0	0	0	1	6	1	6	13
26-30	1	-	0	4	-	0	3	-	1	-	-	0	9	-	1	10
31-35	2	-	0	1	-	1	1	-	0	1	-	0	5	-	1	6
36-40	0	-	-	-	-	-	0	-	-	0	-	-	0	-	-	0
TOTAL	100	11	17	102	14	20	106	17	5	31	7	12	339	49	54	442

YEARS EMPLOYED IN
CURRENT INSTITUTION

1-5	35	3	8	25	6	3	32	11	1	9	1	2	101	21	14	136
6-10	35	7	5	48	5	7	51	4	1	15	3	5	149	19	18	186
11-15	23	1	2	19	2	5	17	2	2	3	2	4	62	7	13	82
16-20	2	0	0	4	0	4	3	0	1	4	1	1	13	1	6	20
21-25	1	-	1	3	-	1	0	-	0	0	-	0	4	-	2	6
26-30	0	-	0	1	-	0	1	-	0	0	-	0	2	-	0	2
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	96	11	16	100	13	20	104	17	5	33	7	12	331	48	53	432

YEARS EMPLOYED IN
CURRENT POSITION

1-5	47	3	10	35	7	7	56	16	1	16	3	7	154	29	25	208
6-10	31	5	3	42	3	5	28	1	1	7	2	7	108	11	11	130
11-15	7	1	0	12	1	5	12	0	1	2	1	3	33	3	9	45
16-20	0	0	0	1	0	2	2	0	0	3	1	0	6	1	2	9
21-25	1	-	1	2	-	0	0	-	0	0	-	0	3	-	1	4
26-30	0	-	-	1	-	-	0	-	-	-	-	-	1	-	-	1
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	86	9	14	93	11	19	98	17	3	28	7	12	305	44	48	397

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TABLE III-6

NUMBER OF YEARS EMPLOYED IN HIGHER EDUCATION,
INSTITUTIONS, POSITIONS, RANK AND DEPARTMENT

MALEYEARS EMPLOYED IN
CURRENT RANK

1-5	44	4	9	42	7	8	57	14	3	15	3	10	158	28	30	216
6-10	33	3	3	36	3	9	37	2	1	7	4	2	103	12	15	130
11-15	8	0	0	5	1	1	3	0	0	2	0	1	18	1	2	21
16-20	0	-	0	1	-	1	1	-	0	0	-	0	2	-	1	3
21-25	0	-	-	1	-	-	0	-	-	1	-	-	2	-	-	2
26-30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	85	7	12	85	11	19	88	16	4	25	7	13	283	41	48	372

YEARS EMPLOYED IN
CURRENT DEPARTMENT

1-5	39	3	7	32	7	4	42	11	1	13	2	4	126	23	16	165
6-10	32	5	4	39	4	7	35	4	1	10	2	4	116	15	16	147
11-15	12	1	2	12	1	5	14	1	0	2	2	4	40	5	11	56
16-20	1	0	0	3	0	2	2	0	1	4	1	1	10	1	4	15
21-25	1	-	1	3	-	1	0	-	0	0	-	0	4	-	2	6
26-30	0	-	0	1	-	0	0	-	1	0	-	0	1	-	1	2
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	85	9	14	90	12	19	93	16	4	29	7	13	297	44	50	391

B-BLACK
H-HISPANIC
A-ASIAN

TABLE III-6

DISTRIBUTION OF YEARS EMPLOYED IN HIGHER EDUCATION,
INSTITUTIONS, POSITIONS, RANK AND DEPARTMENT

MALE

MALE-PUBLIC
INSTITUTIONS
DISTRIBUTION
RACE/ETHNIC/GROUPYEARS EMPLOYED IN
HIGHER EDUCATION

1-5	18	0	41.2	10.8	21.4	10	11.3	29.4	20	12.9	0	25	13.3	16.3	24.1	14.9
6-10	35	72.7	23.5	44.1	50	20	47.2	41.2	40	45.2	42.9	25	42.5	51	24.1	41.2
11-15	37	9.1	17.6	30.4	7.1	20	25.5	11.8	0	22.6	28.6	33.3	30.1	12.2	20.4	26.9
16-20	5	18.2	5.9	6.9	14.3	30	11.3	17.6	20	12.9	28.6	8.3	8.3	18.4	16.7	10.4
21-25	2	0	11.8	2.9	7.1	15	0.9	0	0	0	0	8.3	1.8	2	11.1	2.9
26-30	1	-	0	3.9	-	0	2.8	-	20	3.2	-	0	2.6	-	1.8	2.3
31-35	2	-	0	1	-	5	0.9	-	0	3.2	-	0	1.5	-	1.8	1.4
36-40	0	-	-	0	-	-	0	-	-	0	-	-	0	-	-	0
TOTAL		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

YEARS EMPLOYED IN
CURRENT INSTITUTION

1-5	36.5	27.3	50	25	46.1		15	30.8	64.7	20	27.3	14.3	16.7	30.5	43.7	26.4	31.5
6-10	36.5	63.6	31.2	48	38.5		35	49	23.5	20	45.4	42.9	41.7	45	39.6	34	43.0
11-15	24	9.1	12.5	19	15.4		25	16.3	11.8	40	9.1	28.6	33.3	18.7	14.6	24.5	19
16-20	2	0	0	4	0		20	2.9	0	20	12.1	14.3	8.3	3.9	2.1	11.3	4.6
21-25	1	-	6.3	3	-		5	0	-	0	0	-	0	1.2	-	3.8	1.4
26-30	0	-	0	1	-		0	1	-	0	0	-	0	0.6	-	0	0.5
31-35	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

YEARS EMPLOYED IN
CURRENT POSITION

1-5	54.6	33.3	71.4	37.6	63.6		36.8	57.1	94.1	33.3	57.1	42.9	58.3	50.5	65.9	52.1	52.4
6-10	36	55.6	21.4	45.2	27.3		26.3	28.6	5.9	33.3	25	28.6	16.7	35.4	25	22.9	32.7
11-15	8.1	11.1	0	12.9	9.1		26.3	12.2	0	33.3	7.1	14.3	25	10.8	6.8	18.7	11.3
16-20	0	0	0	1.1	0		10.5	2	0	0	10.7	14.3	0	2	2.3	4.2	2.3
21-25	1.2	-	7.1	2.1	-		0	0	-	0	0	-	0	1	-	2.1	1
26-30	0	-	-	1.1	-		-	0	-	-	0	-	-	0.3	-	-	0.3
31-35	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

TABLE III-6

DISTRIBUTION OF YEARS EMPLOYED IN HIGHER EDUCATION,
INSTITUTIONS, POSITIONS, RANK AND DEPARTMENTMALEYEARS EMPLOYED IN
CURRENT RANK

1-5	51.8	57.1	75	49.4	63.6	42.1	64.8	87.5	75	60	42.9	76.9	55.8	68.3	62.5	58.1
6-10	38.8	42.9	25	42.3	27.3	47.4	30.7	12.5	25	28	57.1	15.4	35.4	29.3	31.2	34.9
11-15	9.4	0	0	5.9	9.1	5.3	3.4	0	0	8	0	7.7	6.4	2.4	4.2	5.6
16-20	0	-	0	1.2	-	5.3	1.1	-	0	0	-	0	0.7	-	2.1	0.8
21-25	0	-	-	1.2	-	-	0	-	-	4	-	-	0.7	-	-	0.5
26-30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

YEARS EMPLOYED IN
CURRENT DEPARTMENT

1-5	45.9	33.3	50	35.6	58.3	21.1	45.2	68.7	25	44.8	28.6	30.8	42.4	52.3	32	42.2
6-10	37.6	55.6	28.6	43.3	33.3	36.8	37.6	25	25	34.5	28.6	30.8	39.1	34.1	32	37.6
11-15	14.1	11.1	14.3	13.3	8.3	26.3	15.1	6.3	0	6.9	28.6	30.8	13.5	11.4	22	14.3
16-20	1.2	0	0	3.3	0	10.5	2.1	0	25	13.8	14.3	7.6	3.4	2.3	8	3.8
21-25	1.2	-	7.1	3.3	-	5.3	0	-	0	0	-	0	1.3	-	4	1.5
26-30	0	-	0	1.1	-	0	0	-	25	0	-	0	0.3	-	2	0.5
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

B-BLACK
H-HISPANIC
A-ASIAN

TABLE III-6

MALE-PRIVATE
INSTITUTION
RACE/ETHNIC/GROUP

RACE/ETHNIC/GROUP	4Yr. College			4Yr. CMU			2Yr. College			GRADUATE			RACE TOTAL			ROW TOTAL
	B	H	A	B	H	A	B	H	A	B	H	A	B	H	A	
YEARS EMPLOYED IN HIGHER EDUCATION																
1-5	16	0	2	11	4	3	0	0	-	10	2	3	37	6	8	51
6-10	7	2	4	11	4	3	0	0	-	9	1	1	27	7	8	42
11-15	6	0	3	10	1	0	2	0	-	10	0	2	28	1	5	34
16-20	1	0	2	4	2	6	0	1	-	4	0	2	9	3	10	22
21-25	0	0	1	2	0	4	0	0	-	1	1	2	3	1	7	11
26-30	0	-	0	0	-	0	0	-	-	0	-	1	0	-	1	1
31-35	0	-	0	1	-	0	0	-	-	0	-	0	1	-	0	1
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	30	2	12	39	11	16	2	1	-	34	4	11	105	18	39	162
YEARS EMPLOYED IN CURRENT INSTITUTION																
1-5	19	1	8	17	7	4	1	-	-	18	2	6	55	10	18	83
6-10	7	1	2	12	1	4	1	-	-	6	3	2	26	5	9	39
11-15	1	0	4	8	1	5	0	-	-	7	0	0	16	1	9	26
16-20	1	0	0	2	1	1	0	-	-	2	0	3	5	1	4	10
21-25	0	-	0	0	-	2	0	-	-	0	-	0	0	-	2	2
26-30	0	-	0	0	-	0	0	-	-	0	-	1	0	-	1	1
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	28	2	14	39	10	16	2	-	-	33	5	12	102	17	43	161
YEARS EMPLOYED IN CURRENT POSITION																
1-5	20	2	8	21	7	5	1	-	-	22	3	4	64	12	17	93
6-10	7	0	2	13	1	5	1	-	-	4	2	2	25	3	9	37
11-15	1	0	2	4	1	3	0	-	-	3	0	1	8	1	6	15
16-20	0	0	0	0	1	1	0	-	-	0	0	4	0	1	5	6
21-25	0	-	0	0	-	0	0	-	-	0	-	0	0	-	0	0
26-30	0	-	-	0	-	-	0	-	-	0	-	-	0	-	-	0
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	28	2	12	38	10	14	2	-	-	29	5	11	97	17	37	151

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Continued on Next Page....

MALE

TABLE III-6

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	4Yr. College			4Yr. CMU			2Yr. College			GRADUATE			RACE TOTAL			ROW TOTAL
	B	H	A	B	H	A	B	H	A	B	H	A	B	H	A	
YEARS EMPLOYED IN CURRENT RANK																
1-5	20	1	7	21	9	8	1	-	-	21	3	4	63	13	19	95
6-10	3	0	5	12	1	3	1	-	-	8	1	3	24	2	11	37
11-15	1	0	0	4	0	1	0	-	-	1	0	1	6	0	2	8
16-20	0	-	0	0	-	1	0	-	-	0	-	2	0	-	3	3
21-25	0	-	-	0	-	-	0	-	-	0	-	-	0	-	-	0
26-30	-	-	-	-	-	-	-	-	-	0	-	-	-	-	-	-
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	24	1	12	37	10	13	2	-	-	30	4	10	93	15	35	143
YEARS EMPLOYED IN CURRENT DEPARTMENT																
1-5	18	1	8	21	6	4	1	-	-	19	2	4	59	9	16	84
6-10	7	1	3	9	1	4	1	-	-	4	2	2	21	4	9	34
11-15	0	0	2	7	1	3	0	-	-	5	0	0	12	1	5	18
16-20	0	0	0	2	1	1	0	-	-	2	0	3	4	1	4	9
21-25	0	-	0	0	-	2	0	-	-	1	-	0	1	-	2	3
26-30	0	-	0	0	-	0	0	-	-	0	-	1	0	-	1	1
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	25	2	13	37	9	14	2	-	-	31	4	10	97	15	37	149

B-BLACK
H-HISPANIC
A-ASIAN

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TABLE III-6

MALE-PRIVATE
INSTITUTION
DISTRIBUTION
RACE/ETHNIC/GROUP

RACE/ETHNIC/GROUP	4Yr. College			4Yr. CMU			2Yr. College			GRADUATE			RACE TOTAL			ROW TOTAL
	B	H	A	B	H	A	B	H	A	B	H	A	B	H	A	
YEARS EMPLOYED IN HIGHER EDUCATION																
1-5	53.3	0	16.7	28.2	36.4	18.7	0	0	-	29.4	50	27.3	35.2	33.3	20.5	31.5
6-10	23.3	10	33.3	28.2	26.4	18.7	0	0	-	26.5	25	9.1	25.7	38.9	20.5	25.9
11-15	20	7	25	25.6	9.1	0	100	0	-	29.4	0	18.2	26.7	5.6	12.8	21
16-20	3.3	7	16.7	10.3	18.2	37.5	0	100	-	2	0	18.2	8.6	16.7	25.6	13.6
21-25	0	11	8.3	5.1	0	25	0	0	-	2.9	25	18.2	2.9	5.6	17.9	6.8
26-30	0	-	0	0	-	0	0	-	-	0	-	9.1	0	-	2.6	0.6
31-35	0	-	0	2.6	-	0	0	-	-	0	-	0	0.9	-	0	0.6
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
YEARS EMPLOYED IN CURRENT INSTITUTION																
1-5	67.9	50	57.1	43.6	70	25	50	-	-	54.5	40	12	53.9	58.8	41.9	51.6
6-10	25	50	14.3	30.8	10	25	50	-	-	18.2	60	16.7	25.5	29.4	20.9	24.2
11-15	3.6	0	28.6	20.5	10	31.2	0	-	-	21.2	0	0	15.7	5.9	20.9	16.1
16-20	3.6	0	0	5.1	10	6.2	0	-	-	6.1	0	6	4.9	5.9	9.3	6.2
21-25	0	-	0	0	-	12.5	0	-	-	0	-	0	0	-	4.6	1.2
26-30	0	-	0	0	-	0	0	-	-	0	-	8.3	0	-	2.3	0.6
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%
YEARS EMPLOYED IN CURRENT POSITION																
1-5	71.4	100	66.7	55.3	70	35.7	50	-	-	75.9	60	36.4	66	70.6	45.9	61.6
6-10	25	0	16.7	34.2	10	35.7	50	-	-	13.8	40	18.2	25.8	17.6	24.3	24.5
11-15	3.6	0	16.7	10.5	10	21.4	0	-	-	10.3	0	9.1	8.2	5.9	16.2	9.9
16-20	0	0	0	0	10	7.1	0	-	-	0	0	36.4	0	5.9	13.5	4
21-25	0	-	0	0	-	0	0	-	-	0	-	0	0	-	0	0
26-30	0	-	-	0	-	-	0	-	-	0	-	-	0	-	-	0
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%

100

Section III - 20

Continued on Next Page....

MALE
TABLE III-6

YEARS EMPLOYED IN CURRENT RANK	4Yr. College			4Yr. CMU			2Yr. College			GRADUATE			RACE TOTAL			ROW TOTAL
	B	H	A	B	H	A	B	H	A	B	H	A	B	H	A	
1-5	83.3	100	58.3	56.7	90	61.5	50	-	-	70	75	40	67.7	86.7	54.3	66.4
6-10	12.5	0	41.7	32.4	10	23.1	50	-	-	26.7	25	30	25.8	13.3	31.4	25.9
11-15	4.2	0	0	10.8	0	7.7	0	-	-	33.3	0	10	6.5	0	5.7	5.6
16-20	0	-	0	0	-	7.7	0	-	-	0	-	20	0	-	8.6	2.1
21-25	0	-	-	0	-	-	0	-	-	0	-	-	0	-	-	0
26-30	-	-	-	-	-	-	-	-	-	0	-	-	-	-	-	-
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%

YEARS EMPLOYED IN CURRENT DEPARTMENT	4Yr. College			4Yr. CMU			2Yr. College			GRADUATE			RACE TOTAL			ROW TOTAL
	B	H	A	B	H	A	B	H	A	B	H	A	B	H	A	
1-5	72	50	61.5	56.8	66.7	28.6	50	-	-	61.3	50	40	60.8	60	43.2	56.4
6-10	28	50	23.1	24.3	11.1	28.6	50	-	-	12.9	50	20	21.6	26.7	24.3	22.8
11-15	0	0	15.4	18.9	11.1	21.4	0	-	-	16.1	0	0	12.4	6.7	13.5	12.1
16-20	0	0	0	5.4	11.1	7.1	0	-	-	6.5	0	30	4.1	6.7	10.8	6
21-25	0	-	0	0	-	14.3	0	-	-	3.2	-	0	1	-	5.4	2
26-30	0	-	0	0	-	0	0	-	-	0	-	10	0	-	2.7	0.7
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%

B-BLACK
H-HISPANIC
A-ASIAN

or less, as had 91 percent of the Hispanic, and 86 percent of the Asian males. By rank, the proportion in their current status for ten years or less was even higher. Among blacks, it was 88 percent, for Asians it was 92 percent, and all of the Hispanics were hired in their ranks after 1970.

The employment record of minority males in private institutions is distinctly different from public institutions. Males employed by private institutions were more likely to have been working in higher education a shorter length of time, and the proportion who had been employed at their current institution in 1981 for more than ten years was smaller than the males in the public colleges and universities. Among the black males, 79 percent had been employed at their institution for ten years or less, as had 88 percent of the Hispanics. By contrast, 37 percent of the Asian males had been employed at their current institution for more than ten years. Both black and Asian males with the longest continuous history at private institutions were found in four-year colleges and graduate institutions, while Hispanics with the longest continuous history at institutions were found in colleges within universities. Blacks and Hispanics were also new to their positions and ranks. Among black males, 92 percent had been employed in their current position ten years or less, 93 percent in their rank, and 82 percent in their departments.

Females

Prior to the 1970's, nonwhite females in any significant numbers were all but excluded from faculty and administrative positions in predominantly white colleges and universities. Our survey showed that Asian females were the only group with a significant employment history in higher education prior to 1970, and this was only in the public institutions. A review of

Table III-5 shows that slightly more than 6 out of every 10 (62 percent) black females who worked in public institutions were employed in higher education after 1970, as were 80 percent of the Hispanic women. By contrast, 54 percent of the Asian females were employed prior to 1970. Like the males, the females employed by private institutions were even newer to higher education. Among black females, 84 percent were employed after 1970, 69 percent of the Hispanic; and 63 percent of the Asians.

The newness of minority women as employees of their institutions is best summarized by the findings in Table III-7, showing that 86 percent of the nonwhite women in public institutions had been employed ten years or less, and 92 percent of those in the private colleges and universities. Within the public institutions, black and Hispanic women had very short histories of employment. Among black females in 1981, 85 percent had been employed in their institutions for ten years or less, and 46 percent had only been employed between one and five years. For Hispanic females, getting acquainted with the academic environment was an even newer experience as 94 percent were employed after 1970, and 56 percent between 1976 and 1981. Three-fourths of the Asian females had been employed ten years or less. However, 45 percent of the Asian women had been employed prior to 1975, and one-fourth of the group had been employed for more than eleven years.

The institutional base for the minority women was the two- and four-year colleges. There were few minority women of any race and ethnicity found in the graduate universities. Within the four-year colleges, 86 percent of the black females were employed for ten years or less and 46 percent were hired after 1975. Among the Hispanic females,

93 percent had been hired after 1970 and 64 percent within the period 1977 and 1981. All of the Asian females in the four-year colleges were employed after 1970. Black and Hispanic females in the two-year colleges had the longest history of employment. In the two-year colleges, while 86 percent of the black females were employed after 1970, another 15 percent were working in the institutions for more than eleven years. Similarly, Hispanic females had their longest employment track records in two-year colleges. While 84 percent were employed after 1970, another 16 percent were hired by the institutions prior to 1970. The Asian female employee in the two-year colleges was new. Based on the survey, each of the five females in the sample was hired after 1970.

As aforementioned, there were few minority females found in graduate institutions. However, of the few who were employed by these institutions, 78 percent of the black females were hired after 1980, 80 percent of the Hispanics, and 45 percent of the Asians.

As expected, because of the newness of their employment, the minority females had only recently acquired their positions and ranks. Among black females, 93 percent were hired in their positions after 1970, 98 percent were hired in their ranks after 1970, and 86 percent were employed by their current departments after 1970. The extent of the newness of black women to their ranks, positions, and departments was evidenced by the findings showing that 6 out of every 10 were employed after 1975 in their current position, three-fourths were employed in their ranks after 1975, and half (52 percent) in their current departments. The Hispanic females were the newest employees. As Table III-7 reveals, 96 percent of the Hispanic females were hired in their current positions after 1970, each of them

in their rank, and 98 percent by their departments. Like black females most of the hiring occurred after 1975. Although the Asian females had longer work histories, the largest proportion was hired after 1975. Based on positions, slightly over three-fourths were employed after 1970, all on faculty lines, and nearly three-fourths in their current departments.

The minority female in the private institutions of higher education had a short work history in those institutions at the advent of the 1980's. Among black females, 91 percent had been employed by their institutions after 1970, and slightly more than two-thirds (68 percent) between 1976 and 1981. As Table III-5 shows, 90 percent of the black females in the four-year colleges were hired after 1970, 80 percent of those in two-year colleges, and 71 percent of those in graduate institutions. The years employed in their ranks, positions and departments replicated these patterns. The employment histories of Hispanic females was similar to that of black females. Nine of every 10 Hispanic females were hired after 1970 in the private colleges, and half of them after 1976. Their length of employment, by rank, position, and department, also reflected their short employment history. Specifically, 91 percent of the Hispanic females were employed in their current positions for ten years or less all of the faculty members were employed after 1970 (and 80 percent of those after 1976), and 91 percent were employed by their departments after 1970. In contrast to the employment patterns found for Asian females in the public sector, where they often were employed for long periods, they had been excluded from the private institutions. Our survey showed that 38 percent of the Asian females in private institutions were hired by their current institutions after 1976,

TABLE III-7

NUMBER OF YEARS EMPLOYED IN HIGHER EDUCATION,
INSTITUTIONS, POSITIONS, RANK AND DEPARTMENT

FEMALE

FEMALE-PUBLIC
INSTITUTIONS
RACE/ETHNIC/GROUP

RACE/ETHNIC/GROUP	4Yr. College			4Yr. CMU			2Yr. College			GRADUATE			RACE TOTAL			ROW TOTAL
	B	H	A	B	H	A	B	H	A	B	H	A	B	H	A	
YEARS EMPLOYED IN HIGHER EDUCATION																
1-5	20	7	2	15	7	0	24	5	0	7	-	1	74	19	3	96
6-10	34	6	2	27	6	1	38	6	4	11	-	1	140	18	8	136
11-15	11	1	3	13	1	2	18	2	1	2	-	1	44	4	7	55
16-20	4	0	0	8	0	3	4	1	0	1	-	0	17	1	3	21
21-25	1	0	0	4	2	0	1	0	0	0	-	1	6	2	1	9
26-30	4	0	0	2	0	0	0	0	0	1	-	0	7	0	0	7
31-35	0	0	-	3	0	-	1	1	-	2	-	-	6	1	-	7
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	82	14	7	72	16	6	86	15	5	24	-	4	264	45	22	331
YEARS EMPLOYED IN CURRENT INSTITUTIONS																
1-5	36	9	3	26	9	1	39	8	2	13	0	0	114	28	6	140
6-10	31	4	3	28	6	1	31	8	3	8	1	2	98	19	9	126
11-15	7	1	0	6	2	1	10	2	0	0	0	2	23	3	3	29
16-20	2	0	0	5	1	2	2	1	0	1	0	0	10	0	2	12
21-25	0	-	-	3	-	-	0	0	-	0	-	-	3	-	-	3
26-30	2	-	0	0	-	0	0	-	0	0	-	0	2	-	0	2
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	78	14	6	68	18	5	82	19	5	27	1	4	250	50	20	320
YEARS EMPLOYED IN CURRENT POSITION																
1-5	40	9	5	39	12	1	48	10	3	14	0	0	141	31	9	181
6-10	27	4	2	17	3	1	25	5	0	8	1	2	77	13	5	95
11-15	4	0	0	4	1	1	4	1	0	0	0	1	12	2	2	16
16-20	0	0	0	1	0	2	1	0	0	0	0	0	2	0	2	4
21-25	0	-	-	1	-	-	0	-	-	0	-	-	1	-	-	1
26-30	-	-	0	-	-	0	-	-	0	-	-	0	-	-	0	0
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	71	13	7	62	16	5	78	16	3	22	1	3	233	46	18	297

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TABLE III-7

NUMBER OF YEARS EMPLOYED IN HIGHER EDUCATION,
INSTITUTIONS, POSITIONS, RANK AND DEPARTMENT

FEMALEYEARS EMPLOYED IN
CURRENT RANK

1-5	52	9	6	41	10	3	61	10	3	15	0	2	169	29	14	212
6-10	17	3	1	15	3	2	13	5	1	5	1	0	50	12	4	66
11-15	1	-	0	4	-	0	0	-	0	0	-	0	5	-	0	5
16-20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21-25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26-30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	70	12	7	60	13	5	74	15	4	20	1	2	224	41	18	283

YEARS EMPLOYED IN
CURRENT DEPARTMENT

1-5	35	9	3	29	10	1	40	10	2	12	0	1	116	29	7	152
6-10	27	4	3	21	4	1	23	4	2	7	1	1	78	13	7	98
11-15	6	0	1	7	0	1	9	1	0	0	2	1	22	1	3	26
16-20	1	0	0	3	0	2	2	0	0	0	0	0	6	0	2	8
21-25	1	-	-	1	-	-	0	-	-	0	-	-	-	-	-	2
26-30	-	-	0	-	-	0	-	-	0	-	-	0	2	-	0	0
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	70	13	7	61	14	5	74	15	4	19	3	3	224	43	19	286

B-BLACK
H-HISPANIC
A-ASIAN

TABLE III-7

DISTRIBUTION OF YEARS EMPLOYED IN HIGHER EDUCATION,
INSTITUTIONS, POSITIONS, RACE AND DEPARTMENT

FEMALE

FEMALE-PUBLIC
INSTITUTIONS
DISTRIBUTION
RACE/ETHNIC/GROUPYEARS EMPLOYED IN
HIGHER EDUCATION

	4Yr. College			4Yr. CWJ ⁺			2Yr. College			GRADUATE			RACE TOTAL			ROW TOTAL
	B	H	A	B	H	A	B	H	A	B	H	A	B	H	A	
1-5	34.1	50	28.6	20.8	43.7	0	27.9	33.3	0	29.2	-	25	28	42.2	13.6	29
6-10	41.5	42.9	28.6	37.5	37.5	16.7	44.2	40	80	45.8	-	25	41.7	40	36.4	41.1
11-15	13.4	7.1	42.8	18.1	6.3	33.3	20.9	13.3	20	8.3	-	25	16.7	8.9	31.8	16.6
16-20	4.9	0	0	11.1	0	50	4.6	6.7	0	4.2	-	0	6.4	2.2	13.6	6.3
21-25	1.2	0	0	5.5	12.5	0	1.2	0	0	0	-	25	2.3	4.4	4.5	2.7
26-30	4.9	0	0	2.8	0	0	0	0	0	4.2	-	0	2.6	0	0	2.1
31-35	0	0	-	4.2	0	-	1.2	6.7	-	8.3	-	-	2.3	2.2	0	2.1
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%

YEARS EMPLOYED IN
CURRENT INSTITUTION

1-5	46.1	64.3	50	38.2	50	20	47.6	42.1	40	48.1	0	0	45.6	56	30	46.2
6-10	39.7	28.6	50	41.2	33.3	20	37.8	42.1	60	29.6	100	50	39.2	38	45	39.4
11-15	9	7.1	0	8.8	11.1	20	12.2	10.5	0	0	0	50	9.2	6	15	9.1
16-20	2.6	0	0	7.3	5.6	40	2.4	5.3	0	3.7	0	0	4	0	10	3.7
21-25	0	-	-	4.4	-	-	0	0	-	0	-	-	1.2	-	-	0.9
26-30	2.6	-	0	0	-	0	0	-	0	0	-	0	0.8	-	0	0.6
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

YEARS EMPLOYED IN
CURRENT POSITION

1-5	56.3	69.2	71.4	62.9	75	20	61.5	62.5	100	63.6	0	0	60.5	67.4	50	60.9
6-10	38	30.8	28.6	27.4	18.7	20	32.1	31.3	0	36.4	100	66.7	33	28.3	27.8	32
11-15	5.6	0	0	-	6.3	20	5.1	6.3	0	0	0	33.3	5.2	4.3	11.1	5.4
16-20	0	0	0	-	0	40	1.3	0	0	0	0	0	0.8	0	11.1	1.3
21-25	0	-	-	-	-	-	0	-	-	0	-	-	0.4	-	-	0.3
26-30	-	-	0	-	-	0	-	-	0	-	-	0	-	-	0	0
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

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TABLE III-7

DISTRIBUTION OF YEARS EMPLOYED IN HIGHER EDUCATION,
INSTITUTIONS, POSITIONS, RANK AND DEPARTMENTFEMALEYEARS EMPLOYED IN
CURRENT RANK

1-5	74.3	75	85.7	68.3	76.9	60	82.4	66.7	75	75	0	100	75.4	70.7	77.8	74.9
6-10	24.3	25	14.3	25	23.1	40	17.6	33.3	25	25	100	0	22.3	29.3	22.2	23.3
11-15	1.4	-	0	6.7	-	0	0	-	0	0	-	0	2.2	-	0	1.8
16-20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21-25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26-30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

YEARS EMPLOYED IN
CURRENT DEPARTMENT

1-5	50	69.2	42.9	47.5	71.4	20	54	66.7	50	63.2	0	33.3	51.8	67.4	36.8	53.1
6-10	38.6	30.8	42.9	34.4	28.6	20	31.1	26.7	50	36.8	33.3	33.3	34.8	30.2	36.8	34.3
11-15	8.6	0	14.2	11.5	0	20	12.2	6.7	0	0	66.7	33.3	9.8	2.3	15.8	9.1
16-20	1.4	0	0	4.9	0	40	2.7	0	0	0	0	0	2.7	0	10.5	2.8
21-25	1.4	-	-	1.6	-	0	0	-	-	0	-	-	0.9	-	-	0.7
26-30	-	-	0	-	-	0	-	-	-	-	-	-	-	-	0	0
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

B-BLACK
H-HISPANIC
A-ASIAN

TABLE III-7

FEMALE-PRIVATE

INSTITUTIONS
RACE/ETHNIC/GROUP

	4Yr. College			4Yr. CMU			2Yr. College			GRADUATE			RACE TOTAL			ROW TOTAL
	B	H	A	B	H	A	B	H	A	B	H	A	B	H	A	
YEARS EMPLOYED IN HIGHER EDUCATION																
1-5	18	0	0	10	2	2	1	2	-	7	0	1	36	4	3	43
6-10	8	1	1	8	3	1	2	1	-	10	2	0	28	7	2	37
11-15	3	0	1	1	1	1	0	0	-	1	0	1	5	1	3	9
16-20	1	0	0	0	0	0	0	0	-	2	0	0	3	0	0	3
21-25	0	0	0	0	1	0	0	0	-	1	0	0	1	1	0	2
26-30	0	0	0	0	0	0	0	0	-	0	0	0	0	0	0	0
31-35	0	0	-	0	0	-	0	0	-	0	0	-	0	0	-	0
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	30	1	2	19	7	4	3	3	-	21	2	2	73	13	8	94

YEARS EMPLOYED IN
CURRENT INSTITUTIONS

1-5	20	0	1	14	3	3	3	2	-	14	1	2	51	6	6	63
6-10	7	1	1	4	3	1	1	0	-	5	1	0	17	5	2	24
11-15	2	0	0	1	0	0	1	0	-	1	0	0	5	0	0	5
16-20	0	0	0	0	1	0	0	0	-	2	0	0	2	1	0	3
21-25	0	-	-	0	-	-	0	-	-	0	-	-	0	-	-	0
26-30	0	-	0	0	-	0	0	-	-	0	-	0	0	-	0	0
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	29	1	2	19	7	4	5	2	-	22	2	2	75	12	8	95

YEARS EMPLOYED IN
CURRENT POSITION

1-5	24	0	1	17	4	4	2	1	-	18	1	2	61	6	7	74
6-10	5	1	1	2	2	0	1	0	-	3	1	0	11	4	1	16
11-15	1	0	0	0	1	0	0	0	-	0	0	0	1	1	0	2
16-20	0	0	0	0	0	0	0	0	-	0	0	0	0	0	0	0
21-25	0	-	-	0	-	-	0	-	-	0	-	-	0	-	-	0
26-30	-	-	0	-	-	0	-	-	-	-	-	0	-	-	-	-
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

FEMALE-PRIVATE

INSTITUTIONS
RACE/ETHNIC/GROUP

4Yr. College
B H A

4Yr. CMU
B H A

2Yr. College
B H A

GRADUATE
B H A

RACE TOTAL
B H A

ROW
TOTAL

YEARS EMPLOYED IN
CURRENT RANK

1-5	21	1	0	17	4	3	2	1	-	17	2	2	57	8	5	70
6-10	4	0	1	1	2	1	0	0	-	3	0	0	8	2	2	12
11-15	1	-	0	0	-	0	0	-	-	0	-	0	1	-	0	1
16-20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21-25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26-30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	26	1	1	18	6	4	2	1	-	20	2	2	66	10	7	83

YEARS EMPLOYED IN
CURRENT DEPARTMENT

1-5	20	0	1	15	5	3	2	1	-	14	1	1	51	7	5	63
6-10	5	1	1	3	1	1	1	0	-	5	1	0	14	3	2	19
11-15	2	0	0	1	1	0	0	0	-	1	0	0	4	1	0	5
16-20	0	0	0	0	0	0	0	0	-	0	0	0	0	0	0	0
21-25	0	-	0	0	-	0	0	-	-	0	-	0	0	-	0	0
26-30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	27	1	2	19	7	4	3	1	-	20	2	1	69	11	7	87

B-BLACK
H-HISPANIC
A-ASIAN

Section III - 31

TABLE III-7

FEMALE-PRIVATE

INSTITUTIONS
RACE/ETHNIC/GROUP
DISTRIBUTION

	4Yr. College			4Yr. CMU			2Yr. College			GRADUATE			RACE TOTAL			ROW TOTAL
	B	H	A	B	H	A	B	H	A	B	H	A	B	H	A	
YEARS EMPLOYED IN HIGHER EDUCATION																
1-5	60	0	0	52.6	28.6	50	33.3	66.7	-	33.3	0	50	49.3	30.8	37.5	45.7
6-10	26.7	100	50	42.1	42.9	25	66.7	33.3	-	47.6	66.7	0	38.4	53.8	25	39.4
11-15	10	0	50	5.3	14.3	25	0	0	-	4.8	0	50	6.8	7.7	37.5	9.6
16-20	3.3	0	0	0	0	0	0	0	-	9.5	0	0	4.1	0	0	3.2
21-25	0	0	0	0	14.3	0	0	0	-	4.8	0	0	1.4	7.7	0	2.1
26-30	0	0	0	0	0	0	0	0	-	0	0	0	0	0	0	0
31-35	0	0	-	0	0	-	0	0	-	0	0	-	0	0	-	0
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%

YEARS EMPLOYED IN
CURRENT INSTITUTION

1-5	69	0	50	73.7	42.9	75	60	100	-	63.6	50	100	68	50	75	66.3
6-10	24.1	100	50	21	42.9	25	20	0	-	22.7	50	0	22.7	41.7	25	22.3
11-15	6.9	0	0	5.3	0	0	20	0	-	4.5	0	0	6.7	0	0	5.3
16-20	0	0	0	0	14.3	0	0	0	-	9.1	0	0	2.7	8.3	0	3.1
21-25	0	-	-	0	-	-	0	-	-	0	-	-	0	-	-	0
26-30	0	-	0	0	-	0	0	-	-	0	-	0	0	-	0	0
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%

YEARS EMPLOYED IN
CURRENT POSITION

1-5	80	0	50	89.5	57.1	100	66.7	100	-	85.7	50	100	83.6	54.5	87.5	80.4
6-10	16.7	100	50	10.5	28.6	0	33.3	0	-	14.3	50	0	15.1	36.4	12.5	17.4
11-15	3.3	0	0	0	14.3	0	0	0	-	0	0	0	1.4	9.1	0	2.2
16-20	0	0	0	0	0	0	0	0	-	0	0	0	0	0	0	0
21-25	0	-	-	0	-	-	0	-	-	0	-	-	0	-	-	0
26-30	-	-	0	-	-	0	-	-	-	-	-	0	-	-	-	-
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%

FEMALE
TABLE III-7

YEARS EMPLOYED IN CURRENT RANK	4Yr. College			4Yr. CMU			2Yr. College			GRADUATE			RACE TOTAL			ROW TOTAL
	B	H	A	B	H	A	B	H	A	B	H	A	B	H	A	
1-5	80.8	100	0	94.4	66.7	75	100	100	-	85	100	100	86.4	80	71.4	84.3
6-10	15.4	0	100	5.6	33.3	25	0	0	-	15	0	0	12.1	20	28.6	14.5
11-15	3.8	-	0	0	-	0	0	-	-	0	-	0	1.5	-	0	1.2
16-20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21-25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26-30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
YEARS EMPLOYED IN CURRENT DEPARTMENT	4Yr. College			4Yr. CMU			2Yr. College			GRADUATE			RACE TOTAL			ROW TOTAL
	B	H	A	B	H	A	B	H	A	B	H	A	B	H	A	
1-5	74.1	0	50	78.9	71.4	75	66.7	100	-	70	50	100	73.9	63.6	71.4	72.4
6-10	18.5	100	50	15.8	14.3	25	33.3	0	-	25	50	0	20.3	27.3	28.6	21.8
11-15	7.4	0	0	5.3	14.3	0	0	0	-	5	0	0	5.8	9.1	0	5.7
16-20	0	0	0	0	0	0	0	0	-	0	0	0	0	0	0	0
21-25	0	-	0	0	-	0	0	-	-	0	-	0	0	-	0	0
26-30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
31-35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%

B-BLACK
H-HISPANIC
A-ASIAN

88 percent were employed in their current positions after 1976, 7 out of every 10 in their rank after the middle of the 1970's, and an equal percentage in their departments.

FACULTY: LENGTH OF TIME IN ACADEMIA AND AT THEIR INSTITUTIONS*

Males

Among the black male faculty, half of the 357 respondents had been employed in higher education for ten years or less. However, it is also important to note that 33 percent had been in higher education between eleven and fifteen years. The length of time in higher education made little difference in faculty rank. Two-thirds (65.5 percent) of the black males who were employed one to five years were assistant professors, as were 44 percent of those employed six to ten years, and one-quarter of those employed for eleven to fifteen years. Full professorships came for most black males only after they had been in higher education for over sixteen years. Among those with sixteen to twenty years of experience, 58 percent were full professors as were 92 percent of black males who have been in higher education between twenty-six and thirty years. (see Tables III-8).

Overall, in examining the length of time in academia, 13 percent of the black males with one to five years at the institutions were full professors, although the majority, 52 percent, were assistant professors. Among those black males who had been at their present rank for six to ten years, 30 percent were assistant professors, 36 percent were associate professors, and 24 percent were full professors.

The length of time does not necessarily lead to promotion. Only 26 percent of those who had been at their institution for eleven to fifteen years were full professors, while 42 percent were associate

*Discussion does not include instructional staff in non-traditional ranks.

professors. It was only those who had been there sixteen or more years that had a large proportion of full professors. For those black males who had been employed sixteen or more years, 71 percent were full professors.

The higher ranking professors attained their status after 1975. Nearly one-third of the black males who were full professors achieved the rank after 1975, and 76 percent after 1970. A similar pattern existed for associate professors as half achieved their rank after 1976, and 94 percent after 1970.

Half (55 percent) of the Asian male faculty had been employed in higher education over eleven years in 1981. Among the full professors, 94 percent had been employed in higher education over eleven years and half of the associate professors were working in higher education for that length of time. The key difference with black males is that Asian males were likely to have been employed at the same institution much longer.

Over one-third of the Asian males had been with the same institutions for more than ten years, and 72 percent of the full professors more than ten years. The newcomers among the Asians were in lower ranks; 76 percent of the assistant professors had been at the institution one of five years, and 48 percent of the associate professors six to ten years. The higher ranks for Asian males were largely achieved before 1975. Fifty-five percent of the full professors achieved their rank before 1976. However, at the associate professor level, 70 percent were appointed after 1970.

Hispanic males are not usually found on faculty, but rather in administrative positions. Among faculty members, 62 percent came into higher education after 1970, and nearly three-fourths of the Hispanic males were hired by their current institutions after 1970.

Females

Nearly two-thirds (65 percent) of all black females in faculty positions entered higher education after 1970. The only exception to this pattern was among full professors, as almost 9 out of every 10 (86 percent), were in higher education more than ten years. Among the 52 associate professors, half had been in higher education eleven to fifteen years, and 13 percent sixteen to twenty-five years. Like black males, the black females had not been at their current institutions a long time. In 1981, 81 percent of the black female faculty had been at their current base of employment ten years or less. The recency included women in all ranks. For example, half of the full professors had been at their current institutions ten years or less, and 69 percent of the associate professors had been employed at their current institutions for less than ten years. The recency of their rank is reflected in the finding that 68 percent of the black females achieved their rank after 1976, including 63 percent of the full professors, 57 percent of the associate and 60 percent of the assistant professors.

The Hispanic female faculty member was still a rarity in 1981. Among the Hispanic females, 71 percent were employed in higher education after 1970. However, even if they had been working in higher education for more than ten years, they were still assigned to lower ranks. For example, while the two full professors had been in higher education for sixteen to twenty years, we found that three of the thirteen associate professors had been in higher education for over twenty years and one of the assistant professors had been in higher education for more than two decades. Institutions in the states had only recently started to hire Hispanic females. Nearly half

TABLE III-8

DISTRIBUTION OF YEARS EMPLOYED IN HIGHER EDUCATION,
INSTITUTION, POSITION, RANK AND DEPARTMENT

BLACK MALE FACULTY	PROFESSOR		ASSO. PROF.		ASST. PROF.		INSTRUCTOR		LECTURER		ROW TOTAL	
	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT
YRS. EMPLOYED IN HIGHER EDUCATION		100%		100%		100%		100%		100%		100%
1-5	0	0	2	1.8	36	28.8	14	50	3	13	55	15.4
6-10	14	19.2	40	37	54	43.2	8	28.6	6	26.1	122	34.2
11-15	20	27.4	47	43.5	31	24.8	6	21.4	12	52.2	116	32.5
16-20	23	31.5	12	11.1	3	2.4	0	0	2	8.7	40	11.2
21-25	2	2.7	5	4.6	0	0	0	0	0	0	7	1.2
26-30	11	15.1	0	0	1	0.8	0	0	0	0	12	3.4
31-35	2	2.7	2	1.8	0	0	0	0	0	0	4	1.1
36-40	1	1.4	0	0	0	0	0	0	0	0	1	0.3
TOTAL	73		108		125		28		23		357	
YRS. EMPLOYED IN CURRENT INSTITUTION		100%		100%		100%		100%		100%		100%
1-5	14	20.3	16	15.2	58	47.5	19	70.3	4	19	111	32.3
6-10	21	30.4	54	51.4	51	41.8	6	22.2	8	38.1	140	40.7
11-15	19	27.5	30	28.6	13	10.7	2	7.4	8	38.1	72	20.9
16-20	11	15.9	4	3.8	0	0	0	0	1	4.8	16	4.7
21-25	3	4.3	1	0.9	0	0	0	0	0	0	4	1.2
26-30	1	1.4	0	0	0	0	0	0	0	0	1	0.3
31-35	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	69		105		122		27		21		344	
YRS. EMPLOYED IN CURRENT POSITION		100%		100%		100%		100%		100%		100%
1-5	25	39.7	35	36.8	64	57.1	18	72	7	35	149	47.3
6-10	20	31.7	45	47.4	38	33.9	5	20	7	35	115	36.5
11-15	14	22.2	13	13.7	9	8	2	8	5	25	43	13.6
16-20	1	1.6	2	2.1	0	0	0	0	1	5	4	1.3
21-25	2	3.2	0	0	0	0	0	0	0	0	2	0.6
26-30	1	1.6	0	0	0	0	0	0	0	0	1	0.3
31-35	0	0	0	0	1	0.9	0	0	0	0	1	0.3
36-40	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	63		95		112		25		20		315	

Continued on the next page...

TABLE III-8

DISTRIBUTION OF YEARS EMPLOYED IN HIGHER EDUCATION,
INSTITUTION, POSITION, RANK AND DEPARTMENT

BLACK MALE FACULTY	PROFESSOR NUMBER	PCT	ASSO. PROF. NUMBER	PCT	ASST. PROF. NUMBER	PCT	INSTRUCTOR NUMBER	PCT	LECTURER NUMBER	PCT	ROW TOTAL NUMBER	PCT
YRS. IN PRESENT RANK		100%		100%		100%		100%		100%		100%
1-5	18	31	47	52.2	74	65.5	14	73.7	5	29.4	158	53.2
6-10	26	44.8	38	42.2	32	28.3	4	21	6	35.3	106	35.7
11-15	10	17.2	5	5.6	6	5.3	1	5.3	6	35.3	28	9.4
16-20	2	3.4	0	0	0	0	0	0	0	0	2	0.6
21-25	2	3.4	0	0	0	0	0	0	0	0	2	0.6
26-30	0	0	0	0	1	0.9	0	0	0	0	1	0.3
31-35	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	58		90		113		19		17		297	
YRS. IN CURRENT DEPARTMENT		100%		100%		100%		100%		100%		100%
1-5	17	25.8	21	21.9	60	55.6	20	83.3	4	22.2	122	39.1
6-10	23	34.8	52	54.2	38	35.2	2	8.3	8	44.4	123	39.4
11-15	15	22.7	18	18.8	10	9.2	2	8.3	5	27.8	50	16
16-20	8	12.1	4	4.2	0	0	0	0	1	5.6	13	4.2
21-25	2	3	1	1	0	0	0	0	0	0	3	0.9
26-30	1	1.5	0	0	0	0	0	0	0	0	1	0.3
31-35	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	66		96		108		24		18		312	

10/18/1988, 10/19/1988, 10/20/1988, 10/21/1988, 10/22/1988, 10/23/1988, 10/24/1988, 10/25/1988, 10/26/1988, 10/27/1988, 10/28/1988, 10/29/1988, 10/30/1988, 10/31/1988, 11/1/1988, 11/2/1988, 11/3/1988, 11/4/1988, 11/5/1988, 11/6/1988, 11/7/1988, 11/8/1988, 11/9/1988, 11/10/1988, 11/11/1988, 11/12/1988, 11/13/1988, 11/14/1988, 11/15/1988, 11/16/1988, 11/17/1988, 11/18/1988, 11/19/1988, 11/20/1988, 11/21/1988, 11/22/1988, 11/23/1988, 11/24/1988, 11/25/1988, 11/26/1988, 11/27/1988, 11/28/1988, 11/29/1988, 11/30/1988, 12/1/1988, 12/2/1988, 12/3/1988, 12/4/1988, 12/5/1988, 12/6/1988, 12/7/1988, 12/8/1988, 12/9/1988, 12/10/1988, 12/11/1988, 12/12/1988, 12/13/1988, 12/14/1988, 12/15/1988, 12/16/1988, 12/17/1988, 12/18/1988, 12/19/1988, 12/20/1988, 12/21/1988, 12/22/1988, 12/23/1988, 12/24/1988, 12/25/1988, 12/26/1988, 12/27/1988, 12/28/1988, 12/29/1988, 12/30/1988, 12/31/1988

NAME	DATE	TIME	LOCATION	REMARKS
1. J. A. Smith	10/10/10	10:00	1000	1000
2. J. B. Jones	10/10/10	10:00	1000	1000
3. J. C. Brown	10/10/10	10:00	1000	1000
4. J. D. White	10/10/10	10:00	1000	1000
5. J. E. Black	10/10/10	10:00	1000	1000
6. J. F. Green	10/10/10	10:00	1000	1000
7. J. G. Hall	10/10/10	10:00	1000	1000
8. J. H. King	10/10/10	10:00	1000	1000
9. J. I. Lee	10/10/10	10:00	1000	1000
10. J. J. Miller	10/10/10	10:00	1000	1000
11. J. K. Davis	10/10/10	10:00	1000	1000
12. J. L. Wilson	10/10/10	10:00	1000	1000
13. J. M. Moore	10/10/10	10:00	1000	1000
14. J. N. Taylor	10/10/10	10:00	1000	1000
15. J. O. Anderson	10/10/10	10:00	1000	1000
16. J. P. Thomas	10/10/10	10:00	1000	1000
17. J. Q. Jackson	10/10/10	10:00	1000	1000
18. J. R. Martin	10/10/10	10:00	1000	1000
19. J. S. Thompson	10/10/10	10:00	1000	1000
20. J. T. Garcia	10/10/10	10:00	1000	1000
21. J. U. Martinez	10/10/10	10:00	1000	1000
22. J. V. Hernandez	10/10/10	10:00	1000	1000
23. J. W. Lopez	10/10/10	10:00	1000	1000
24. J. X. Gonzalez	10/10/10	10:00	1000	1000
25. J. Y. Rodriguez	10/10/10	10:00	1000	1000
26. J. Z. Torres	10/10/10	10:00	1000	1000
27. J. A. Flores	10/10/10	10:00	1000	1000
28. J. B. Adams	10/10/10	10:00	1000	1000
29. J. C. Baker	10/10/10	10:00	1000	1000
30. J. D. Campbell	10/10/10	10:00	1000	1000
31. J. E. Carter	10/10/10	10:00	1000	1000
32. J. F. Evans	10/10/10	10:00	1000	1000
33. J. G. Fisher	10/10/10	10:00	1000	1000
34. J. H. Gibson	10/10/10	10:00	1000	1000
35. J. I. Hamilton	10/10/10	10:00	1000	1000
36. J. J. Ingram	10/10/10	10:00	1000	1000
37. J. K. Jordan	10/10/10	10:00	1000	1000
38. J. L. Keller	10/10/10	10:00	1000	1000
39. J. M. Lewis	10/10/10	10:00	1000	1000
40. J. N. Long	10/10/10	10:00	1000	1000
41. J. O. Mason	10/10/10	10:00	1000	1000
42. J. P. May	10/10/10	10:00	1000	1000
43. J. Q. Meyer	10/10/10	10:00	1000	1000
44. J. R. Mitchell	10/10/10	10:00	1000	1000
45. J. S. Morris	10/10/10	10:00	1000	1000
46. J. T. Nelson	10/10/10	10:00	1000	1000
47. J. U. Ortiz	10/10/10	10:00	1000	1000
48. J. V. Parker	10/10/10	10:00	1000	1000
49. J. W. Quinn	10/10/10	10:00	1000	1000
50. J. X. Ramirez	10/10/10	10:00	1000	1000
51. J. Y. Roberts	10/10/10	10:00	1000	1000
52. J. Z. Ross	10/10/10	10:00	1000	1000
53. J. A. Ryan	10/10/10	10:00	1000	1000
54. J. B. Scott	10/10/10	10:00	1000	1000
55. J. C. Shaw	10/10/10	10:00	1000	1000
56. J. D. Smith	10/10/10	10:00	1000	1000
57. J. E. Taylor	10/10/10	10:00	1000	1000
58. J. F. Thomas	10/10/10	10:00	1000	1000
59. J. G. Jackson	10/10/10	10:00	1000	1000
60. J. H. Martin	10/10/10	10:00	1000	1000
61. J. I. Thompson	10/10/10	10:00	1000	1000
62. J. J. Garcia				

TABLE III-8

DISTRIBUTION OF NUMBER OF YEARS EMPLOYED IN HIGHER EDUCATION,
INSTITUTION, POSITION, RANK AND DEPARTMENT

FEMALE BLACK FACULTY		PROFESSOR NUMBER	PCT	ASSO. PROF. NUMBER	PCT	ASST. PROF. NUMBER	PCT	INSTRUCTOR NUMBER	PCT	LECTURER NUMBER	PCT	ROW TOTAL NUMBER	PCT
YRS. EMPLOYED IN HIGHER EDUCATION			100%		100%		100%		100%		100%		100%
1-5		0	0	1	1.9	23	24.7	22	52.4	5	16.1	51	21.2
6-10		3	13.6	18	34.6	45	48.4	17	40.5	23	74.2	106	44.2
11-15		5	22.7	26	50	20	21.5	3	7.1	1	3.2	55	22.9
16-20		5	22.7	6	11.5	3	3.2	0	0	1	3.2	15	6.2
21-25		2	9.1	1	1.9	1	1.1	0	0	1	3.2	5	2.1
26-30		5	22.7	0	0	0	0	0	0	0	0	5	2.1
31-35		2	9.1	0	0	1	1.1	0	0	0	0	3	1.2
TOTAL		22		52		93		42		31		240	
YRS. EMPLOYED IN CURRENT INSTITUTION			100%		100%		100%		100%		100%		100%
1-5		3	13.6	6	11.8	36	39.6	37	88.1	8	26.7	90	38.1
6-10		8	36.4	29	56.9	42	46.2	3	7.1	19	63.3	101	42.8
11-15		5	22.7	14	27.5	12	13.2	2	4.8	3	10	36	15.2
16-20		4	18.2	2	3.9	0	0	0	0	0	0	6	2.5
21-25		2	9.1	0	0	1	1.1	0	0	0	0	3	1.3
26-30		0	0	0	0	0	0	0	0	0	0	0	0
TOTAL		22		51		91		42		30		236	
YRS. EMPLOYED IN CURRENT POSITION			100%		100%		100%		100%		100%		100%
1-5		5	26.3	18	38.3	49	54.4	34	89.5	14	50	120	53.6
6-10		9	47.4	20	42.6	36	40	3	7.9	13	46.4	81	36.2
11-15		3	15.8	9	19.1	5	5.6	0	0	1	3.6	18	8
16-20		1	5.3	0	0	0	0	0	0	0	0	1	0.4
21-25		1	5.3	0	0	0	0	1	2.6	0	0	2	0.8
TOTAL		19		47		90		38		28		224	
YRS. EMPLOYED IN PRESENT RANK			100%		100%		100%		100%		100%		100%
1-5		2	63.2	26	56.5	57	66.3	35	94.6	16	57.1	146	67.6
6-10		6	31.6	17	37.0	26	30.2	1	2.7	11	39.3	61	28.2
11-15		1	5.3	3	6.5	3	3.5	0	0	1	3.6	8	3.7
21-25		0	0	0	0	0	0	1	2.7	0	0	1	0.5
TOTAL		19		46		86		37		28		216	
YRS. EMPLOYED IN CURRENT DEPARTMENT			100%		100%		100%		100%		100%		100%
1-5		4	18.2	6	13.3	44	48.4	30	85.7	10	34.5	94	42.3
6-10		8	36.4	26	57.8	34	37.4	3	8.6	17	58.6	88	39.6
11-15		4	18.2	12	26.7	12	13.2	1	2.9	2	6.9	31	14
16-20		4	18.2	1	2.2	0	0	0	0	0	0	5	2.2
21-25		2	9.1	0	0	1	1.1	1	2.9	0	0	4	1.8

TABLE III-8

DISTRIBUTION OF YEARS EMPLOYED IN HIGHER EDUCATION
INSTITUTION, POSITION, RANK AND DEPARTMENT

FEMALE HISPANIC FACULTY	PROFESSOR		ASSO. PROF.		ASST. PROF.		INSTRUCTOR		LECTURER		ROW TOTAL	
	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT
YRS. EMPLOYED IN HIGHER EDUCATION		100%		100%		100%		100%		100%		100%
1-5	0	0	1	7.7	6	27.3	5	50	2	50	14	27.4
6-10	0	0	7	53.8	13	59.1	4	40	1	25	25	49.0
11-15	0	0	2	15.4	2	9.1	1	10	1	25	6	11.8
16-20	2	100	0	0	0	0	0	0	0	0	2	3.9
21-25	0	0	1	7.7	1	4.5	0	0	0	0	2	3.9
26-30	0	0	1	7.7	0	0	0	0	0	0	1	2
31-35	0	0	1	7.7	0	0	0	0	0	0	1	2
TOTAL	2		13		22		10		4		51	
YRS. EMPLOYED IN CURRENT INSTITUTION		100%		100%		100%		100%		100%		100%
1-5	1	50	2	15.4	10	43.5	10	90.9	3	75	26	49
6-10	1	50	9	69.2	12	52.2	1	9.1	1	25	24	45.3
11-15	0	0	1	7.6	1	4.3	0	0	0	0	2	3.8
16-20	0	0	1	7.6	0	0	0	0	0	0	1	1.9
TOTAL	2		13		23		11		4		53	
YRS. EMPLOYED IN CURRENT POSITION		100%		100%		100%		100%		100%		100%
1-5	1	50	4	33.3	14	66.7	9	81.8	4	100	32	64
6-10	1	50	6	50	7	33.3	2	18.2	0	0	16	32
11-15	0	0	1	8.3	0	0	0	0	0	0	1	2
16-20	0	0	1	8.3	0	0	0	0	0	0	1	2
TOTAL	2		12		21		11		4		50	
YRS. EMPLOYED IN PRESENT RANK		100%		100%		100%		100%		100%		100%
1-5	1	50	8	72.7	11	61.1	8	80	3	100	31	70.5
6-10	1	50	3	27.3	7	38.9	2	20	0	0	13	29.5
TOTAL	2		11		18		10		3		44	
YRS. EMPLOYED IN CURRENT DEPARTMENT		100%		100%		100%		100%		100%		100%
1-5	1	50	3	27.3	11	55	10	90.9	2	66.7	27	57.4
6-10	1	50	7	63.6	9	45	1	9.1	1	33.3	19	40.4
11-15	0	0	0	0	0	0	0	0	0	0	0	0
16-20	0	0	1	9.1	0	0	0	0	0	0	1	2.1
TOTAL	2		11		20		11		3		47	

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TABLE III-8

DISTRIBUTION OF YEARS EMPLOYED IN HIGHER EDUCATION
INSTITUTION, POSITION, RANK AND DEPARTMENT

FEMALE ASIAN FACULTY		PROFESSOR		ASSO. PROF.		ASST. PROF.		INSTRUCTOR		LECTURER		ROW TOTAL	
YRS. EMPLOYED IN HIGHER EDUCATION		NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT
1-5		0	100%	0	100%	6	100%	0	100%	0	100%		100%
6-10		0	0	2	50	5	37.5	2	0	0	0	6	59.3
11-15		1	33.3	2	50	3	31.3	2	100	2	100	11	40.7
16-20		1	33.3	0	0	2	18.8	0	0	0	0	6	22.2
21-25		-	-	-	-	-	12.5	0	0	0	0	3	11.1
26-30		1	33.3	0	0	0	0	0	0	0	0	-	-
TOTAL		3		4		16		2		2		27	3.7
YRS. EMPLOYED IN CURRENT INSTITUTION			100%		100%		100%		100%		100%		100%
1-5		0	0	1	20	8	57.1	2	100	1	50	12	48
6-10		0	0	4	80	5	35.7	0	0	1	50	10	40
11-15		0	0	0	0	0	0	0	0	0	0	0	0
16-20		1	50	0	0	1	7.1	0	0	0	0	2	8
21-25		-	-	-	-	-	-	-	-	-	-	-	-
26-30		1	50	0	0	0	0	0	0	0	0	1	4
TOTAL		2		5		14		2		2		25	
YRS. EMPLOYED IN CURRENT POSITION			100%		100%		100%		100%		100%		100%
1-5		0	0	2	50	9	64.3	1	100	1	50	13	56.5
6-10		0	0	2	50	4	28.6	0	0	1	50	7	30.4
11-15		0	0	0	0	0	0	0	0	0	0	0	0
16-20		1	50	0	0	1	7.1	0	0	0	0	2	8.7
21-25		-	-	-	-	-	-	-	-	-	-	-	-
26-30		1	50	0	0	0	0	0	0	0	0	1	4.3
TOTAL		2		4		14		1		2		23	
YRS. EMPLOYED IN PRESENT RANK			100%		100%		100%		100%		100%		100%
1-5		1	50	2	100	9	64.3	1	100	2	100	15	71.4
6-10		0	0	0	0	5	35.7	0	0	0	0	5	23.8
11-15		1	50	0	0	0	0	0	0	0	0	1	4.7
TOTAL		2		2		14		1		2		21	
YRS. EMPLOYED IN CURRENT DEPARTMENT			100%		100%		100%		100%		100%		100%
1-5		0	0	2	40	7	50	1	100	1	50	11	45.8
6-10		0	0	3	60	5	35.7	0	0	1	50	9	37.5
11-15		0	0	0	0	1	7.1	0	0	0	0	1	4.2
16-20		1	50	0	0	1	7.1	0	0	0	0	2	8.4
21-25		-	-	-	-	-	-	-	-	-	-	-	-
26-30		1	50	0	0	0	0	0	0	0	0	1	4.2
TOTAL		2		5		14		1		2		24	

of all Hispanic female faculty were hired after 1976, and 94 percent between 1970 and 1981. Again, the new employees cut across ranks. Both of the full professors were hired after 1970, as were 84 percent of the associate professors and 95 percent of the assistant professors. The Hispanic females were also newly appointed to their ranks. Seven out of the 10 Hispanic female faculty were appointed to their rank after 1976.

In contrast to Asian males, Asian females are new to white campuses. Nearly two-thirds of the Asian female faculty were first employed in higher education after 1970. The exception to this pattern was those females in full and associate professorships. Each of the full professors had been in higher education over eleven years, and half of the associate professors. While they had often been in higher education for sometime, they were new to their institutions. Overall, 88 percent of the Asian females were hired by their current institutions after 1970, and almost half in the period between 1976 and 1981. In keeping with the other trends, 68 percent were employed in their rank after 1976. In fact, nearly two-thirds of the assistant professors and half of the professors were employed in their ranks after 1976.

FACULTY RANK

In the Tri-State survey, nationwide, and in CUNY, which we used as an example of the problems facing nonwhites, we found that minority faculty members were at the bottom of the occupational ladder. In Table III-9 the data show that while 59 percent of the faculty members nationwide were full or associate professors, and an equal percentage in CUNY, only 44 percent of the minorities in the Tri-State survey were full or associate professors,

TABLE III-9

PERCENT OF FULL-TIME INSTRUCTIONAL STAFF
IN TRI-STATE SURVEY, NATIONALLY AND CUNY

TOTAL	TRI-STATE 1,012	N E C 337,530	CUNY 1980		E E O C 1977	
			WHITE 5,558	MINORITY 1,237	TOTAL	MINORITY
Professor	18%	30%	28%	12%	23%	15%
Associate Professor	26	29	31	20	23	20
Assistant Professor	36	25	27	30	27	30
Instructor	12	10	5	12	19	25
Lecturer	8	2	8	25	2	3
Other Faculty					6	7
Non Teaching Instruc- tional Staff	418 29%	58,894 15%				
Faculty	1,012 71%	337,530 85%	5,088 92%	924 75%		
Total	1,430	396,424	5,558	1,237		

Sources: Tri-State Survey, Unpublished Data; EEOC 1977; CUNY 1978;
and National Center for Education Statistics, Faculty
Salaries, Tenure and Benefits 1979-1980 (Washington, 1980)

32 percent of the minority faculty at CUNY, and 35 percent of minorities nationwide.

The concentrations of nonwhites at the bottom of the occupational scale is actually worse than is shown in the table, in which we have collapsed all the minority groups. As we show elsewhere in the study, only Asian males have reached the highest levels of the faculty ranks, and even they were proportionally behind whites. The key effect of the data in this section is to show that these newly admitted members of the mainstream academic community have a long way to go to begin to resemble the occupational distribution of whites. Moreover, minorities, especially blacks and Hispanics, were often locked into "traditional" minority jobs on the instructional lines. For example, the table shows that at CUNY, one-fourth of the minorities on the full-time faculty receive certificates of continuing employment. This percentage corresponds closely to the Tri-State Survey in which we found that 29 percent of the instructional staff were employed as "others," which means that they were usually counselors and support staff to assist and tutor students. While we do not wish to belabor the point, it is significant that by comparison only 15 percent of the instructional staff in the nation were employed in these positions.

The long-term effects of the lower status of minority faculty in an era of retrenchment are potentially devastating. For example, when retrenchment occurred at City University after the 1975-76 fiscal crisis the number of black instructors declined by 66 percent and Hispanics by 51 percent between 1973 and 1978. The vulnerability is evident in that at CUNY, as the table shows, 38 percent of the CCE's were minorities in

1980. The retrenchment in the lower ranks also tends to be a problem, for as we have repeatedly observed, most minorities do not perceive their chances for promotion as being very good.

The extent of the relegation of minorities to the lower ranks is again revealed by examining the table. In the Tri-State survey, 56 percent of the instructional staff were assistant professors or lower; in CUNY, the proportion rose to two-thirds (66 percent); and the EEOC data for all universities in the nation showed that nearly two-thirds (65 percent) of the minority faculty were assistant professors or lower.

TENURE AND PROMOTION

Tenure Rates

One of the major problems observed in this study is that promotion and tenure are intricately interrelated. Through a complex set of circumstances which we examine elsewhere in the study, minorities have received tenure at a higher rate in public universities compared to private universities. One of the reasons for the difference is the tenure rates in the public and private universities. Nationwide, 67.5 percent of the instructional staff in public universities were tenured compared to 55.2 percent in private universities and colleges.

In the Tri-State Survey, as Table III-10 shows, 43 percent of the respondents were tenured. However, as the following table shows, the tenure rates differed significantly in the public and private institutions. In the public institutions, 54 percent of the black males were tenured, and 41 percent of the females. While this rate appears high, it is in keeping with the rate for the instruction staff at CUNY, where

TABLE III-10

TRI-STATE SURVEY
TENURE RATES

ALL INSTITUTIONS Percent Tenured 43 percent
PUBLIC INSTITUTIONS (Total of tenured respondents=383)

<u>BLACK</u>	TOTAL NUMBER	PCT
MALE	184	48%
FEMALE	106	28%
<u>HISPANIC</u>	NUMBER	PCT
MALE	22	6%
FEMALE	15	4%
<u>ASIAN</u>	NUMBER	PCT
MALE	41	11%
FEMALE	15	4%

PRIVATE INSTITUTIONS (Total of tenured respondents=61)

<u>BLACK</u>	NUMBER	PCT
MALE	31	51%
FEMALE	4	7%
<u>HISPANIC</u>	NUMBER	PCT
MALE	3	5%
FEMALE	1	3%
<u>ASIAN</u>	NUMBER	PCT
MALE	20	32%
FEMALE	2	3%

76 percent of the black males and 74 percent of the females were tenured in 1980. The rate for Hispanics is lower in the Tri-State Survey among the publicly supported colleges and universities. However, CUNY data for 1980 revealed that 73 percent of the Hispanic males and 75 percent of the Hispanic females were tenured. In an important difference to the findings for blacks and Hispanics, there were higher rates of tenure for Asian males in the private sector than in the publicly supported universities. This is problematic as the CUNY data showed that 79 percent of the Asian males were tenured in 1980.

It is in the private universities and colleges that minorities face their major problems with obtaining tenure. As observed elsewhere in the study, minorities in the private colleges expressed the highest reservations about their chances for tenure and promotion. We found that while 50 percent of the black males in the survey of private institutions were tenured, only 7 percent of the black females were tenured. Among Hispanics, 6 percent of the males, and 4 percent of the females were tenured. As aforementioned, Asian males fare better, at least in our survey, in the private universities and colleges. As the table shows, 32 percent of the Asian males were tenured but only 3 percent of the Asian females.

Table III-11, on the following page, shows the differences in tenure rates by institutional types in the publicly supported colleges compared to the private institutions. As the data show, the rates are close to those for the public and private institution as a group. For black males in the publicly supported colleges, the highest rates of tenure were found in two-year colleges, and the lowest in graduate institutions. Among Hispanic males, the highest rates were found in graduate institutions,*

*It should be noted that there were only seven respondents.

TABLE III-11

Tenure Rates By Race, Sex and Ethnicity By Institutional Types

PUBLIC	Black Male		Black Female		Hispanic Male		Hispanic Female		Asian Male		Asian Female	
	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT
4 Year	101	51	79	29	10	40	15	20	19	58	7	57
CWU	101	59	72	49	14	43	16	31	20	85	4	100
2 Year	106	56	82	52	17	35	17	41	6	83	5	80
Graduate	31	45	22	23	7	86	1	None	4	57	5	60
PRIVATE												
4 Year	29	21	31	6.5	2	None	1	100	14	27	-	-
CWU	38	37	20	None	11	18	7	None	17	65	3	25
2 Year	2	50	5	40	1	None	3	None	-	-	-	-
Graduate	33	30	20	None	6	17	2	50	12	42	2	None

while the lowest were in two-year colleges. For Asian males, the highest rates of tenure in the publicly supported colleges were in the colleges within universities, while the lowest were found in graduate colleges and universities. When the data were divided by institutional types among the private institutions, the cells were small. However, the findings among the individual institutional types followed the patterns observed when the data combined the institutions as a whole. According to the table, black males had rates of tenure around 30 percent in the private institutions with the exception of the two-year college, which had only two respondents.

Data for Hispanic males was sparse. The data reveal that less than 20 percent of the Hispanic males were tenured in any of the different institutions in the private colleges. The rate of tenure for Asian males was highest in the colleges within universities (65 percent) and lowest in the four-year colleges.

The tenure rates for females, when divided into institutional types, follow the patterns observed for the nation and for the region when the data are combined. Specifically, we found that in the publicly supported institutions the rate of tenure for black females was less than 30 percent except in the two-year colleges where it climbed to half (52 percent of the respondents). Among Hispanic females the tenure rate was also highest in the two-year institutions (41 percent) and lowest in the four-year colleges. Finally, in observing the public institutions, we found that the tenure rates for Asian females were consistently over 60 percent in all types of publicly supported institutions, although their numbers were small. There is little to report on the tenure rates for nonwhite women

in the private colleges and universities. Almost consistently, with the exception of the two-year institutions, nonwhite women had tenure rates below 25 percent.

The problem facing minorities is that both the total Tri-State and nationwide tenure rates are very high. The EEOC data for all institutions in the nation and for the three states show that with the notable exception of black and Asian females, the tenure rates for all groups are over 60 percent. As Table III-12 shows, seven out of every ten white males were tenured in the nation and in the three states, and with the exception of Connecticut, black males usually had a tenure rate of close to 55 percent, Hispanic males were around 60 percent, and Asian males were around 60 percent. For comparisons of females, we included white women. The table shows that nationwide and in the three states in the survey over half of the white female instructional staffs were tenured. Interestingly, Hispanic females have a higher tenure rate than black females. However, neither group had tenure rates that approached those of males. Hispanic females generally had a tenure rate of around 45 percent in the three states, while for the nation, the rate was 54 percent nationally. Asian females had the lowest tenure rate in the nation and in the three states. The rate was 46 percent nationally and 38 percent in New York.

Without question the major problem for minorities, especially women, was in the private colleges and universities. Again, we have compared how minorities perceive their chances for tenure at publicly supported institutions and at private colleges and universities. Among black males in publicly supported four-year colleges, 43 percent saw their chances as very poor for obtaining tenure. The assessment of their chances differed

TABLE III-12

Faculty On Tenure Track Who Were Tenured In 1977
Nationally; New York, New Jersey and Connecticut

	White M	Black M	Hispanic M	Asian M
TOTAL	259071	8654	3863	7632
PERCENT	71%	54%	60%	63%
TENURED				
	White F	Black F	Hispanic F	Asian F
TOTAL	73629	6775	1423	1511
PERCENT	54%	47%	53%	46%
TENURED				
	White M	Black M	Hispanic M	Asian M
NEW JERSEY				
TOTAL	6621	267	107	233
PERCENT	73%	54%	62%	64%
TENURED				
CONNECTICUT				
TOTAL	4398	76	46	116
PERCENT	72%	45%	70%	63%
TENURED				
NEW YORK				
TOTAL	25303	768	425	880
PERCENT	71%	55%	56%	59%
TENURED				
	White F	Black F	Hispanic F	Asian F
NEW JERSEY				
TOTAL	2456	195	62	61
PERCENT	54%	43%	55%	48%
TENURED				
CONNECTICUT				
TOTAL	1242	33	14	21
PERCENT	53%	49%	43%	62%
TENURED				
NEW YORK				
TOTAL	7894	548	194	207
PERCENT	52%	40%	47%	38%
TENURED				

Source: Unpublished EEOC data, 1977.

significantly by rank. Two-thirds of the instructors saw their chances as very good, as did the one professor in the survey; but 58 percent of the assistant professor's assessed their chances as poor. In the publicly supported four-year college within a university system, over half of the black males (55 percent) saw their chances as very good, especially those who were assistant professors. In the two-year colleges, eight out of every ten black males perceived their tenure chances as very good, while at the graduate institutions, 71 percent saw their chances for tenure as very good. The contrast with the perceptions at the private colleges are dramatic. In the private four-year colleges, half of the black males assessed their chances as poor or none, as did 62 percent of the black males in the private colleges within universities. It was only in the private graduate institution that any black males assessed their chances as very good, and even then it was only one-third of the black males.

Hispanic males, without drastic changes in the policies of universities, will probably have a short stay. We found that even in publicly supported universities, Hispanic males saw their chances for tenure as being very limited. In the publicly supported four-year colleges within universities and the four-year colleges they rated their chances as poor. This pattern also prevailed for the respondents in the graduate institutions. In private colleges the number of Hispanic males was small. However, they generally felt that their chances for tenure were good.

Asian males in the publicly supported four-year institutions saw their chances for tenure as poor, while those in four-year colleges within universities perceived their chances as very good. At the publicly supported graduate institutions the responses were mixed. The lecturer

at the graduate institutions assessed his chances as very good, while the instructor and assistant professor rated their chances as poor. In the private colleges, the Asian males generally saw their chances for tenure as being favorable. In the private four-year colleges, 80 percent of the assistant professors assessed their chances as very good as did the assistant professors. And, while the lecturer saw no chance in the colleges within universities, the assistant professors thought that their chances were very good. In the private graduate institution half of the assistant professors saw their chances as very good and another half thought that their chances were poor.

Although the rates of tenure for females were low, many saw hope in the future for gaining tenure. In the publicly supported four-year colleges, ten of eighteen black faculty members (55 percent) saw their chances as very good, with only the lecturer perceiving her chances as very poor. In the college within universities, nearly one-third of the black female faculty members thought that their chances were very good and one-fourth saw their chances as dismal for the future. Black female faculty in the two-year publicly supported colleges generally saw their chances for tenure as being good. An interesting contrast to the black male is that the black female faculty in the private colleges saw their chances for tenure as being good. In the private four-year colleges, 80 percent of the black female faculty saw their chances for tenure as good or very good. And in the private colleges within universities, 60 percent perceived their chances as good. The black females in the graduate institution were not as optimistic as those in the four-year colleges; only 43 percent thought that their chances were good.

Unlike the Hispanic males, the Hispanic females often perceived their chances for tenure favorably. In the publicly supported four-year colleges, 86 percent of the Hispanic females thought that their chances were very good or good for tenure. By contrast, each of the Hispanic females in faculty positions in the publicly supported four-year colleges within universities felt that their chances for tenure were poor or that they had no chance. As is the pattern for most nonwhites in the study, the Hispanic faculty members in the two-year colleges viewed their chances for tenure very favorably. The findings show that each of the respondents perceived their chances for tenure as very good or good. In the private institutions, the assessments of the chances for tenure among the Hispanic females were mixed. In the private four-year colleges within universities, the Hispanic female faculty generally perceived their chances for tenure as good, while the respondent from the graduate institution indicated that she did not have a chance.

Asian females may be the most overlooked group in the study. We found that only a few of the Asian female faculty members saw their chances for tenure as very good, with the exception of those at private four-year colleges.

For a variety of reasons discussed in this study, minorities perceive their chances for promotion as being unfavorable. One of the major problems confronting them in their quest for higher ranks and positions was the large number of full and associate professors in the states, along with the professional problems associated with the finding that over 50 percent had not completed their terminal degrees. As Table III-13 reveals, almost half of the faculty in the nation were full or associate

TABLE III-13

PERCENT OF FULL AND ASSOCIATE PROFESSORS ON FACULTY 1977

	TOTAL FACULTY	PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR & ASSOCIATE
CONNECTICUT	6,962	48%	24%	72%
NEW JERSEY	10,637	23	27	50
NEW YORK	40,869	27	27	54
NATIONAL (ALL STATES)	455,920	23	22	46

Source: Unpublished EEOC Data, 1977.

professors in 1977; and in the three states in which the survey was conducted, nearly three-fourths (73 percent) of the faculty in Connecticut held the rank of full or associate professor, and at least half of the faculty in New York and New Jersey.

Minorities, especially those in the private colleges, saw little chance for promotion. In separating the minorities by race, ethnicity, and sex in the public and private colleges, we found that the type of institution in which they were employed and their rank were major factors in assessing whether they considered their chances for promotion as favorable. Overall, 54 percent of the respondents felt that their chances for promotion were limited; 18 percent indicated that their chances were poor; 18 percent, very poor; and 8 percent indicated that they had no chance. Again, as noted previously, the perceptions depended on rank and type of institution.

Promotion

Males

Among black males in the public four-year college, only 29 percent saw their chances for promotion as very good; while half indicated that their chances were good. In the colleges within universities, two-thirds of the associate professors saw their chances as very good or good, and 63 percent of the assistant professors indicated that their chances were good or very good. As was the case throughout the study, the most favorable long-range views were held by black males in two-year colleges, where they felt that their chances for promotion were very good or good.

It was the private institutions which presented the most difficulties for black males. While 43 percent of the assistant professors in the four-year colleges indicated that their chances were very good, another 43 percent saw their chances as poor or no chance at all. Instructors in particular saw little chance for promotion. In the private colleges within universities, the pessimism increased. Over 40 percent of the assistant professors saw little hope of promotion, and each of the three instructors indicated that they had no chance. At the graduate institutions, the assistant professors assessed their chances as very good; however, there were professors in the graduate institutions who indicated that their chances were poor or they had no chance.

Asian males were much more favorable in their outlook for promotion. The sample was too small to be meaningful by rank and institution. However, the data, when separated by public and private institutions, showed in the public institutions Asian males with few exceptions assessed their chances for promotion as favorable, while in the private colleges and universities, they saw their chances as poor or almost having no chance.

The number of Hispanic male faculty members was also small. Thus, like Asians, we looked at the responses by public and private institutions. The findings showed that in the public four-year colleges, as well as the graduate institutions, the assistant professors rated their chances for promotion as poor. As we comment throughout this study, Hispanic males are one of the most alienated groups in the study. In the private institutions, half of the Hispanic males assessed their promotional opportunities as good, while half indicated that their chances were poor or that they had no chance. In the graduate institutions in the survey, the two Hispanic faculty members rated their chances as very good.

Females

The females in the study tended to be much more pessimistic about their chances for promotion than the males. Again, however, the perceptions differed by types of institutions. Among black females, there were mixed views about their opportunities for the future. In the public four-year colleges, 56 percent of the assistant professors indicated that their chances were very good or good, but one-third indicated their chances as poor. The response by instructors in publicly supported four-year colleges was mixed. Five out of 10 black female instructors in the four-year public institutions saw their chances as good or very good, and 50 percent indicated that they had no chance. In the four-year colleges within universities, the assistant professors generally saw their chances as very good or good, and 20 percent of the instructors indicated that there was little chance for their promotion. The two-year institutions as usual provided the brightest hope for the black females. We found that 72 percent of the black female faculty members saw their chances as very good or good. However, we also found that the few black female faculty members in the publicly supported graduate institutions saw their chances for promotion as good. Indeed, half of the black females saw their chances for promotion as favorable.

The black females in the private institutions were generally given to less gloom about their promotional opportunities. In the private four-year colleges, 80 percent of the black female faculty assessed their promotional chances as good or very good; and 60 percent of those in four-year colleges within universities saw their chances as good. In the private graduate institutions, 47 percent of the black female faculty

felt that their chances for promotion were good or very good.

Hispanic females in the publicly supported colleges generally saw their chances for promotion as favorable, especially those in two-year institutions. However, because they were at the lower end of the faculty ladder, and had recently been hired by their colleges, it probably was too early to assess how the rapid tenuring in these institutions would affect their chances. An important exception, however, to the trend found among black females was that Hispanic female faculty members in private colleges generally perceived their chances as good. This was the pattern found in the private four-year colleges within universities and the two-year colleges. However, similar to black females, those in private graduate schools indicated that they had little chance for promotion.

Major Impediments to Tenure and Promotion: Length of Experience
Conflicting Expectations, Completion of Terminal Degree

It is apparent from the survey that many minorities, notably blacks and Hispanics require more time to complete their terminal degrees. Partially, because they have not been in the institutions for a long period of time, it is difficult for them to obtain leaves-of-absence. However, part of the reason is financial as well as their duties, both assigned and "expected" at institutions. One white administrator in an interview noted that minority faculty members and administrators are not only called upon to help students, but are "expected" to join most committees dealing with racial and student matters. He also noted that while many minority professionals thought that this was the route to

follow, when time came for promotion and tenure these were not the major considerations. This interview was with a scholar at a leading research university who was then a key administrator. Nevertheless, it typifies the problems faced by minorities. They have two sets of "expected rules", those that they think will move them to the top and those that white faculty members think are important.

One of the critical problems facing minorities is that they have not completed their degrees. One black college president noted that he was not surprised that the large number of minorities in the survey had not completed their Ph.D.'s. He noted that while many of the persons were more brilliant than many of the minorities and whites who had completed their doctorates, a large number of minorities had impediments to their completion when they were studying and after they were employed by universities and colleges. While we examine one of the principal problems, lack of a mentor, it is important that in the survey, nearly six out of every 10 (57 percent) respondents had not completed their terminal degrees. Unfortunately, we were unable to find comparable data analyzing this problem in other studies. However, it was one of the "quiet traumas" often discussed in the black community.

Our survey results show that by sex, 493 of the males, or 54.4 percent had not completed their terminal degrees, and 395, or 60.6 percent of the females had failed to complete their degrees. In Table III-14, we have presented the findings by ethnicity and race for the sample who have not completed their terminal degrees. The data show that the rates of incompleteness are highest among Hispanic and lowest among Asians. This is in keeping with national trends.

TABLE III-14

PERCENTAGE OF RESPONDENTS WHO HAD NOT COMPLETED THEIR DEGREES

	BLACKS	HISPANICS	ASIANS	AMERICAN INDIANS	OTHER
TOTAL	1,115	162	170	10	97
PERCENT	57.5%	72%	40.6%	70%	54.6%

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Table III-15 shows that there has been a decline in Hispanics and American Indians completing their doctorates, while blacks have increased slightly, and Asians have continued their growth over the decade. The division by sex and ethnicity is not shown in the table. However, when the data are separated by race, ethnicity and sex, the trends show that black males completing their doctorates have been declining while females have evidenced slight increases. In an attempt to present a clearer picture of the problems facing minorities in obtaining the doctorate, we also looked at the doctorates awarded by the prestigious research universities in the nation for 1978-1979, using the Carnegie classification. We found that at the leading publicly supported research universities, whites were awarded 79 percent of the doctorates, black 4 percent, Asians 3 percent and Hispanics one percent. In the leading private research universities, the percentages were similar. Whites were awarded 78 percent of the doctorates, blacks 3 percent, Asians 2 percent and Hispanics one percent. It is also important to note that only a limited number of research universities accounted for most of the doctorates awarded to blacks and Hispanics in 1978-1979. Among the publicly supported universities the leaders were the City of New York, Wayne State, University of Michigan, University of Illinois, and Rutgers. The private institutions that were leaders were Harvard, Stanford, New York University and George Washington University.

TABLE III-15

THE NUMBER OF DOCTORATES COMPLETED BY RACE AND ETHNICITY

	<u>1974</u>	<u>1976</u>	% Change	<u>1976-80</u>	% Change
WHITE	25,593	26,184	2%	23,666	-10%
BLACK	1,015	1,297	28	1,430	10
AMERICAN INDIAN	129	148	15	106	-28
HISPANIC	351	458	31	217	-53
ASIAN/ORIENTAL	2,211	2,118	-4	2,612	23

Source: National Academy of Sciences, Summary Reports, Doctorate
Recipients from U.S. Universities, 1974, 1976, 1980
 (Washington)

The data shows that while several of the universities which were leaders in the awarding of doctorates to minorities were located in the region, minorities faced numerous problems in completing their degrees. Indeed, there appears to be a clustering of blacks and Hispanics at a few universities which appears to be a major source of candidates in the area. However, it is apparent that while many minorities are starting on doctoral degrees they are not completing them. As Table III-16 shows, the major reason cited by males was not being enrolled (52 percent), writing the thesis or dissertation (15 percent), and other reasons not reported. Among females, the major reason was also that they were not enrolled (43 percent), followed by the fact that they were writing their thesis or dissertation (14.9 percent).

PROBLEMS FACING BLACKS IN OBTAINING PH.D.'S

Financial Support

Blacks much more than other groups have to rely on their own resources to complete the doctorate. According to data from the National Research Council, 68 percent of all black doctorate recipients in 1980 supported themselves during graduate school with their own or their spouse's funds. Comparable percentages for whites were 59 percent, and for Asians, 41 percent. ²⁵⁻³¹ In the Tri-State Minority Faculty study, 61 percent of the black females relied on jobs, savings, or their spouse's earnings to complete graduate school. For black males, the percentage was lower. The findings showed that 53 percent of the black males depended upon jobs, savings, or earnings from their spouses. However, 10 percent indicated that they relied on the G.I. Bill.

TABLE III-16

PERCENT OF MALES AND FEMALES WHO GAVE REASONS
FOR NOT COMPLETING THEIR TERMINAL DEGREE

	PERCENT OF MALES		PERCENT OF FEMALES	
	TOTAL	493	395	
Not Enrolled		52	43	
Course Work Completed		8	9.9	
Course Work and Orals Completed		8	2.8	
Writing the Thesis or Dissertation		15	14.9	
Work Suspended On the Requirements due to Personal Problems		7	3.8	
Work Suspended for Lack of Funds		5	5.6	
Other		11	20	

Teaching and Research Assistantships and Fellowships

One of the means of being included in the graduate academic environment on a firm basis is usually as a research assistant to a professor, a teaching assistant, or on a fellowship. According to the National Research Council's data for 1980, only 28 percent of the blacks received research assistantships as a means of support compared to 42 percent of the white doctorate recipients and 62 percent of the Asians.²⁶⁻³² They are also excluded from teaching assistantships. In the Tri-State Study, 6 percent of the black females had received teaching assistantships and 14 percent of the black males. They were also excluded from obtaining fellowships. The Tri-State Study revealed that 13 percent of the black males and an equal percentage of the black females received fellowships. These percentages are comparable to the survey data from the National Research Council. In their survey, only 2.7 percent of the blacks received federal fellow/trainee support, and 13.5 percent had received other fellowships. By comparison, 9 percent of the whites had received federal fellow/trainee support, and 22 percent received other fellowships.²⁷⁻³³

Exclusion from Disciplines and Fields Outside of Education

There has traditionally been a tremendous amount of "crowding" in the field of education by blacks. Part of the reason for the large distribution of blacks in education has been the discriminatory patterns in other fields. The selection of education as a degree granting field extends from the baccalaureate through the Ph.D. In 1980, 55 percent of all blacks received their Ph.D.'s education and within education, 26 percent of the degrees awarded were in Educational Administration.²⁸⁻³⁴ The field of education often provides for greater flexibility for blacks going to graduate school; and since they are relying on their own funds, the field often becomes more attractive. Education

has also been chosen because blacks have limited accessibility to graduate study in other fields and disciplines granting the doctorate.

Mentorship in Completing the Advanced Degree

The final and equally or more important problem facing blacks has been the problem of working with a mentor in the course of completing graduate studies. In the Tri-State study, 59 percent of the blacks felt that having a mentor was very important, and the white administrators interviewed in the study felt that having a mentor was one of the principal means of upward mobility for blacks. The mentorship network is linked to the "old boy network" and blacks have suffered. Among the black respondents, almost half (47 percent) indicated that they did not have mentors. The correlation between having a mentor and publishing or obtaining a Ph.D. have not been completed in the study. However, the data show that 43 percent of the males and 44 percent of the females who did not have mentors felt that not being able to share their experiences had adversely affected the progress of their careers. In addition, 43 percent of all black males and 46 percent of the black females felt that race was a major factor in establishing or maintaining a mentor relationship. Among the older respondents (45 years and above), only the black males stated that they were able to develop mentors and usually they were black. Black females usually have not had black female mentors until recently; and even now, according to the data, black females lag behind black males.

Among the blacks who had not completed their degrees, the following reasons were identified:

Reasons Identified by Respondents for Not
Completing Their Advance Degrees

	<u>MALES</u>	<u>FEMALES</u>
	TOTALS 325 - 100%	290 - 100%
1. Not Enrolled	54%	42%
2. Course Work Completed	9%	9%
3. Course Work and Orals Completed	1%	2%
4. Writing Thesis or Dissertation	13%	15%
5. Work Suspended for Personal Reasons	8%	3%
6. Work Suspended for Lack of Funds	6%	6%
7. Other	9%	23%

Even though one-third of the blacks who had not completed their degrees were under 35 years of age, the younger blacks were not the only age group faced with problems. Among the black males in the 41-45 age group, 25 percent were writing their theses or disseration in 1980. And among black females in the same age group, 16 percent were currently writing their theses or dissertations. The finding that a large number of blacks over 35 years of age were still working on their doctorates is in keeping with the finding from the National Research Council. Their survey data for 1980 revealed that the median age at which blacks completed their doctorates was 36. This was the oldest median age of any of the groups. In contrast to blacks, the median age for whites was 33; Asians, 34; and Hispanics, 35. ✓

The problem that needs to be addressed for the sizeable group of blacks who have completed their course work or are searching for mentors or topics is to link them to blacks who have specialized expertise.

Why the Ph.D?

Education has been the traditional route for upward mobility in the black community, but there have always been barriers limiting the degrees that blacks were able to receive. In the 1960's and 1970's there was a surge of black enrollment in Masters and Ph.D. programs. However, by the end of the 1970's, there was strong evidence that a decline in enrollment and degree recipients was taking place, and with the fiscal crises facing universities and students the future was at best uncertain.

The number of blacks who receive Ph.D.'s is of special concern. If the Ph.D. is viewed as one of the means of moving into the more prestigious occupations, then there is strong evidence that blacks remained outside of these circles. In 1978-1979, blacks were only 4 percent of the Ph.D. recipients, and there was evidence of a downward trend among males. Between 1976-1977 and 1978-1979, the number of black males who were awarded Ph.D.'s declined from 766 to 733, or by 4.3 percent. By contrast, the number of black female Ph.D. recipients increased from 487 in 1976-1977 to 534 in 1978-1979 or by 9.7 percent. ³⁰⁻³⁶ Even though the Ph.D. does not necessarily ✓ certify that an individual is a scholar or researcher, it is a means of increasing the accessibility to institutions where scholarship is a primary concern as well as increasing chances for serving as principal researchers on grants from government or private sources. At this point in history, it is also an important indication of the commitment of institutions to increasing the number of black participants in advanced scholarship. Finally, though the Ph.D. has limited monetary rewards, it does give legitimacy to many of the studies that need to be completed on the black experience in an era when there is an increasing need for blacks to justify to economic and political institutions additional efforts to solve their problems.

In assessing each of the problems inherent in the reduction of black Ph.D.'s, the influence of opportunities for employment in institutions of higher learning is probably one of the most important.

SECTION IV

RESULTS FROM INTERVIEWS WITH WHITE ADMINISTRATORS

In an effort to review all aspects of the impediments facing minority professionals we interviewed key white administrators and union officials. All of the officials had been faculty members, and the average length of time they had been employed in higher education was 23 years.

The interviews were conducted with two administrators of leading graduate universities (one public and one private); a former administrator in the City University of New York; the president of a two-year college; the dean of a publicly supported two-year college; a dean at a private graduate institution; and a vice chancellor of a publicly supported state university system.

ISSUES AND IMPEDIMENTS

An attempt was made in the interviews to constantly link the problems facing minorities in the early 1980's with the exclusion of minorities in the period prior to the early 1970's. We also asked administrators to respond to many of the issues, e.g., affirmative action, that were frequently mentioned by the minority respondents. In many respects the comments and insights of the white administrators echoed those of the minority respondents. However, there were important differences on some issues and problems, and there were significant differences in the "expectations" of the career routes in predominately white institutions.

A. Impediments to Hiring

The one impediment to the hiring of minorities which was evident in each of the discussions was the availability of minorities. The common thread in the discussions was that there was no longer a search for minorities from a broad pool, but rather in specialized areas and departments. Moreover, two of the respondents noted that it was difficult to hire minorities with experience for the specialized areas because they often wanted and could get higher salaries from other institutions. Also, it was observed that some minorities, especially blacks, had forsaken entrance into the pool, i.e., completion of the Ph.D., because they could go through the non-faculty route and earn higher pay.

None of the respondents dismissed race as a leading impediment, although each felt that racism was not as strong as in prior decades. The degree to which race and ethnicity were factors in the exclusion of minorities differed as it effected blacks, Hispanics, and Asians. It was the general view that Asian males faced much less prejudice, partially because they are often part of the "old boy" network in the sciences.* Nevertheless, a major problem that remained for Asians was language impediments. Blacks, Hispanics, and Asian females' problems and impediments were viewed differently. Very little was known about Asian females. However, problems of hiring blacks differed by sex. For black males it was noted that the lack of a pool and the perception that black males often wanted higher salaries than the institutions were willing to pay were major problems. The same problems applied to black females but with much less intensity.

*Of the total Ph.D.'s awarded to minorities in Engineering and Science, between 1936 and 1978, 76 percent were Asians.

However, since racism and sexism affected black females they were represented in fewer numbers in predominately white colleges and universities. Hispanic males were not seen as having a large number of problems once they were hired. However, there was not a large pool of Hispanic males. Little was known about Hispanic females.

B. Recruitment

The recruitment of minority professionals differed at each of the institutions. However, there was one common thread in the discussions of blacks, and that was the reliance on the "black network", especially through specialized networks for recruitment. The network is composed of agencies such as the NUL and black professionals within colleges and universities. For Hispanics, weekly newspapers were cited as a means of locating eligible candidates, and for a limited time weekly newspapers were used to recruit Chinese.

There was a general perception that advertising for candidates had become less effective over the years. Part of the reason according to the official who had been at the publicly supported university was that numerous "rip-off" journals claiming to assist whites in finding black candidates had emerged over the years. Another reason noted by one of the administrators at a two-year institution was that a pool of candidates was available in the marketplace who were used as adjunct professors. His institution used these adjunct faculty as a type of "farm team" from which they recruited the best candidates for full-time positions.

The system used by the institutions for recruitment was fairly standardized. In general, a plan was developed for candidate searches

by committees, which often involved the Affirmative Action Officer in the interview process and in a review of all the candidates. Several of the respondents noted that the process needed to be revised. However, in 1981 there appeared to be little active search for minority candidates.

C. The Groups Which Presented the Most Difficulty in Terms of Recruitment

The difficulties in recruiting and hiring minorities were intricately related to the function of the institution. In the private graduate institutions, blacks presented the most difficulties in terms of hiring; and black men, especially in the sciences, were mentioned as the most difficult to find for the publicly supported four-year institutions.

Black faculty remained a problem in terms of hiring in all institutional types except the two-year colleges. However, experienced black administrators were available. The key group presenting problems in terms of hiring in the early 1980's were Hispanics. Nevertheless, the Dean at the two-year institution noted that little effort had been made to hire Hispanics.

An important barrier to the hiring of all minorities, particularly in physically isolated campuses, is that colleges were no longer setting aside special funds to bring in candidates from long distances.

D. Impediments to the Mobility of Minorities Once They Are Hired

1. Promotion

In the graduate institutions, the lack of "scholarly" productivity was cited as the principal problem facing blacks, while it was not a problem for Asians. At one of the graduate institutions, the Dean

noted that the faculty were expected to achieve international as well as national reputations. At least one Dean noted that blacks faced a hard time getting articles published, thus it is difficult for them to become widely known.

According to the union officials another problem facing minorities in getting promoted has been the failure of minorities to complete their terminal degrees. Other problems cited were retrenchments and the college or departments from which blacks received their degrees.

2. Tenure

In the graduate institutions the principal obstacle to the awarding of tenure was scholarly productivity, notably for blacks. However, in the publicly supported universities it was felt that minorities had probably had an easier time in getting tenure after the retrenchments in 1973. More specifically, those who survived retrenchment received tenure, although the former Dean noted that many of the persons who received tenure were only "marginally" qualified. Another problem identified by the Deans at graduate institutions was that although minorities, notably blacks, were asked to serve on a large number of committees, such activities frequently were not given primary consideration in the tenure review. The other reason cited by the union was failure to obtain their degrees.

E. Factors Given Consideration in Awarding Tenure

In the senior colleges and the graduate institutions, research and publications were given a great deal of consideration in the tenure process, along with teaching. The Deans at the graduate institutions did not place a high value on committee work in obtaining tenure,

although more than once they indicated that minorities perceived it was a route to tenure. By contrast, the two-year institutions placed a great deal of emphasis on committee work.

The role of community service in the awarding of tenure is a difficult issue for some institutions. The two-year colleges considered it very important. However, none of the other institutions gave it a high priority. Part of the problem is the role and purpose of community service as it relates to the mission of the institutions. In one of the private graduate institutions, "community service" was defined as service to the institutional community, while in one of the publicly supported two-year institutions, "years of service" to the community was the major factor. Few of the white administrators complained about minorities not providing enough service. Indeed, as one administrator noted "contributions to the college and teaching have not been a problem for minorities; the problem has been publications."

The difference in the perception of the importance of community service was of such importance to minority professionals that we asked the administrators whether they thought it was given sufficient weight in the tenure process. The comments by the white administrators are important in understanding the dilemma facing minorities, especially blacks. In the graduate institutions they acknowledged that it was a problem. There are relatively few minority professionals proportional to minority students, and minority professionals often tried to serve as role models in their fields of specialty as well as assisting black students from other fields. According to the Dean, there was no institutional way of coping with this problem. Another administrator

indicated that some but not much weight should be given to these efforts. The only interviewees strongly in favor of community service as a major factor in the tenure process were the administrators at two-year colleges.

F. Reasons for Exclusion of Minorities Prior to the 1970's and the Effect of Affirmative Action

Each of the administrators agreed that racial prejudice was the principal reason for the small number of nonwhite professionals hired in predominately white universities prior to the 1970's. The respondents mentioned several additional factors including:

- (1) The exclusion of nonwhites from the "old boy network"
- (2) The perception that nonwhites, especially blacks, were not qualified and lacked ability for rigorous scholarship
- (3) The lack of sensitivity to racial issues by white faculty
- (4) The lack of consideration given to nonwhites in the recruitment process.

There was also a consensus that the federal affirmative action guidelines in the early 1970's helped increase the opportunities for employment of nonwhites, particularly black women. However, one respondent who had been close to the institutional process for more than a decade noted that the long-term effects often had been negative for many minorities, especially blacks, and that the process was now bureaucratized.

The negative consequences of the affirmative action efforts had occurred because many white professionals saw those blacks hired during

this period as unqualified. Indeed one administrator indicated that white professionals made a distinction between blacks hired as a result of affirmative action and those hired because they were qualified. Each of the respondents noted that in the early 1970's white professionals in higher education had mixed responses to the federal affirmative action guidelines. According to the administrators, some white professionals expressed the feeling of "leave us alone and let us go about our business," while others indicated that "it's about time." Since the early 1970's there has been a more "accepting" attitude among white professionals toward affirmative action largely because the procedures have been institutionalized and removed from the daily activities of faculty. The greatest anxiety about affirmative action among whites in the early 1980's was they were not sure how affirmative action would influence the hiring process as the competition for jobs increased. Thus, while the administrators felt that the attitudes of white professionals had become more positive toward their nonwhite colleagues since the early 1970's, some expressed concern that future retrenchments could lead to new anxieties.

G. Isolation of Nonwhites and Interactions with Their White Colleagues

It was generally agreed that the social isolation of nonwhites was a problem. In this regard there were several factors which the administrators observed as impediments:

- (1) There are still some doubts and uncertainty among white professionals about the qualifications of blacks

- (2) There are distinct differences in residential patterns, thus nonwhites and whites are not in close proximity
- (3) Many white professionals still do not accept many departments and disciplines, e.g., African Studies, in which minorities are employed.

One administrator cautioned that the social isolation was not generalizable and should be looked at on a departmental basis.

H. Job Satisfaction and Reasons Why Minorities Leave Their Jobs

The most prevalent reason cited by the administrators for minority professionals leaving their institutions was lack of opportunities for advancement. Additionally, the administrators noted that while job satisfaction was generally positive in terms of students and institutional identification (this occurred in the graduate universities), one of the Deans of the two-year colleges noted that there was dissatisfaction with facilities at his institution.

I. Mentorship

Similar to the nonwhite respondents, the white administrators unanimously agreed that a mentor was key to career mobility in the white academic environment. The difference among the executives was the extent to which a mentor was considered important. While each of the deans thought that prestigious mentors were important in terms of assisting a professional to get hired by a prestigious university and providing access to influential decision-makers, they did not unanimously agree that mentors assisted faculty in getting articles published in preferred

journals or in obtaining research funds. The key area of disagreement among the executives related to the role of mentors in obtaining research funds and getting articles published. They noted that mentor relationships differed by fields and disciplines. In some fields the mentor co-authored articles with several students, while in others the practice was not followed. However, in illuminating the differences, some important observations were made by one of the Deans at a private graduate university. He noted that increasingly it was the prestige of mentors that counted, and that prestigious "mentors" were no longer concentrated in a few universities. Thus, elite white universities looked at who minorities studied with, as well as the prestige of the university and departments from which they obtained their advanced degrees. Indeed, one administrator noted that often the credentials of minorities who obtained degrees from prestigious universities with strong commitments to minority recruitment programs in certain disciplines were suspect.

J. The Problems of Minorities Obtaining Research Funds

Few of the white administrators were surprised at the low number of nonwhites who received research grants. However, only a few suggested reasons for the problem. The reasons identified included:

- (1) Nonwhites, especially blacks, are limited to only a few disciplines and fields and this restricts the range of their competition for grants.
- (2) There are fewer nonwhites who are recognized scholars and researchers and can serve in mentor roles.

- (3) Nonwhite professionals tend to have few resources to write acceptable grant applications.
- (4) Many nonwhites have problems finding enough time to develop acceptable proposals.

One of the Deans reminded us that only about 15-20 percent of the applicants who constantly apply for grants receive them. However, he noted that the extreme competition for limited grant resources plus the exclusion of minorities from the application review panels severely restricted the chances for minority professionals.

K. Committee Assignments

In the survey we found that minorities were generally limited to committees concerned with student affairs and affirmative action, and we asked the executives of the colleges whether they found this to be the case at their institutions, and if so, why? Only one of the Deans indicated that our findings were contrary to the committee patterns at his institution, and this was a two-year college. The other executives did not express surprise at the finding and offered the following explanations:

- (1) In the publicly supported state system, the Dean noted that minorities generally tended to be over-used on a limited number of committees. These committees often dealt with problems of affirmative action and student finance for lower-income students. He noted that a "labeling process" took place by which white professors and administrators generally look for minorities for certain types of committees.

- (2) In the publicly supported four-year college the Dean noted that a possible reason for the racial imbalance in committee assignments was that committees dealing with student affairs needed minority representation and there were not enough nonwhites at many institutions to deal with such tasks. Thus, nonwhites tended to be overcommitted to committees that would assist in their mobility as well as minority related committees.
- (3) The Dean at a private graduate university observed that the governance arrangements by which members were selected for many prestigious committees tended to exclude minorities.

Despite the above reasons, the general consensus of the executives was that minorities were overloaded in terms of their committee work. Moreover, the Dean at a private graduate institution noted that while many minorities, especially blacks, thought that committee work was the route to tenure and promotion, it was often not a major consideration in the tenure and promotion reviews.

L. Affirmative Action Planning and Implementation

The administrative procedures for affirmative action planning differed at each of the institutions. However, the basic administrative arrangement was to have the affirmative action officer report to the President of the college. In many institutions the affirmative action officer is powerless, and one Dean observed that minority professionals often had unrealistic expectations of what these executives could do.

However, in general, the administrators were not sure why the minority professionals in the survey had such a low level of confidence in affirmative action programs.

M. Additional Federal Intervention

Although, they acknowledged the continuing existence of racial problems, the executives were wary of increased federal pressure through affirmative action. The Dean at the publicly supported state university system indicated that increased federal pressure could have a negative effect, while another Dean from the publicly supported four-year colleges noted that the federal agencies dealing with affirmative action for colleges formed a clumsy and inept bureaucracy. One of the Deans from the private graduate university noted that while the presence of an affirmative action officer on campus was important, there were limits to federal monitoring and intervention.

The basic perception of the white executives was that even though affirmative action had been important, they are not sure that increased federal pressure in the 1980's would be an effective method for increasing and retaining minority professionals at white universities.

N. Reasons for the Low Expectations of Unions by the Minority Respondents

Our discussions with union officials and white executives about the low expectations by minority professionals of unions generated interesting discussions and findings. The union representing the publicly supported four-year institutions had emerged as a powerful political force in local and state politics. Of special interest was the emergence of the union as a principal force in assisting executives of colleges fight for the

survival of their institutions. The union perceived its role as a protector of both faculty rights -- notably in the areas of salaries and job security -- and of the academic prestige of the colleges.

Since the colleges had been the victims of increasing public doubt about their prestige as minority students had become a larger part of the student populations, the union had undertaken campaigns through sophisticated bulletins and booklets to promote the image of the university. The reason for the effort was to maintain a large student population and thereby maintain jobs for faculty and administrators.

Because of the dual role of unions as promoters of the growth and prestige of institutions and protectors of faculty and administrators, they had usurped many of the issues generally associated with minority professionals. This was especially true in the union's defense of education for minority students. There were two factors identified by the executives as probable causes of friction between minority professionals and unions. First, the unions have entrenched leadership; and second, unions have not pressed institutions on affirmative action issues. The perceptions of the union leaders were different. They indicated that many minority professionals had misconceptions about what unions could actually do. Furthermore, they noted that minority professionals had benefited from the salary gains and their jobs were generally secure. Finally, the union officials indicated that minorities served on key executive committees and there were no barriers to their participation.

Since our interviews were conducted with a union representing a

sizable number of minority professionals, it is not generalizable to all institutions. However, the role of unions and related professional organizations in assisting minorities remains an issue on which there are divided opinions.

O. Programs to Recruit Minority Professionals and the Problems of Increasing the Pool

None of the executives indicated that their institutions had special programs to recruit minorities, and the only institutional activity that we found that was slanted in this direction was the use of affirmative action committees in candidate searches. Since there were few active searches for minority professionals at institutions in the three states, our final question addressed the perceptions of what needed to be done in the future to increase and retain minority professionals. The executives and administrators provided four general areas for improving future hiring practices:

- (1) The Dean at a private graduate school indicated that an institutionalized structure was needed to replicate the "black network" in finding candidates. However, he cautioned that the structure had to be viewed as legitimate by white universities.
- (2) The executive at the publicly supported state university observed that a change in attitude was required within the larger academic community about programs in which many minorities were employed as faculty. His comments were specifically directed to Afro-American studies programs. He also noted that greater emphasis

and attention needed to be given to the advancement of minority administrators.

- (3) In reflecting on the future, the Dean of the four-year college was basically concerned about the academic environment and whether it would be hospitable to increases among minority professionals. He was not sure that a positive environment for increases in minorities would exist in the future.
- (4) Several executives noted that the orientation to careers in academia had to begin at an early age and include a broader range of disciplines, with role models, than those in which minorities were usually trained. The president of a two-year college indicated that funds needed to be assigned by colleges and agencies for this task.

SECTION V

TRI-STATE MINORITY FACULTY CONFERENCE

In December 1980, the Ford Foundation provided a supplemental grant to cover costs of a Tri-State Minority Faculty Conference, analysis of data, and dissemination of report.

Through the efforts of Ms. Evelyn Patterson, Executive Assistant to the President of New York University were made available for our Tri-State Conference.

The conference, which was held at New York University on June 19, 1981, was an overwhelming success. It drew 452 black, Hispanic, and Asian faculty and administrators from the states of New York, New Jersey, and Connecticut. Eighty (80) more had registered but were unable to attend.

The morning workshops were used to discuss problems encountered in occupational mobility as revealed by the findings of the questionnaires. In the afternoon workshops, participants outlined strategies for overcoming the identified impediments to careers in higher education. Strategies from the afternoon workshops were presented at the plenary.

Conferees were informed that we would prepare a directory of higher education professionals who responded to the questionnaire and had given permission to include their names and institutional affiliations. We would also send the conferees the conference highlights, a participants' list, other organizations conducting research on minorities in higher education, and a list of Urban League affiliates in their area. It is well to remember that this was probably the first conference in the nation where blacks, Hispanics and Asians from predominately white universities came together. Far too often minority professionals on predominately white universities feel isolated both personally and

professionally, and it has led to psychological and political problems for a sizeable number of them.

HIGHLIGHTS OF FACULTY COMMENTS

The conferees noted the following needs:

Assistance in obtaining research funds. Our findings show that minorities rarely receive sizeable research grants from public or private sources. The consensus of the group was that stronger efforts need to be given to involving more minorities in research, notably around youth.

More internships to increase the number of minorities in higher education. One of the interesting findings from the study was that most respondents paid for their graduate education with personal funds. Given the high investment in graduate education and the low financial rewards, it is imperative that internships for minority students be developed.

A mentor network. Only recently have minorities, notably black women, had mentors while studying in graduate institutions. One of the resources that remains underutilized in the black community is the sizeable number of black scholars who are now retired or semi-retired who could serve as mentors for younger researchers.

Continued legal action. One of the major problems confronting minority professionals is the lack of outside support where they are confronted with tenure and promotion problems. The group recommended that the NJL work with other organizations to devise means to address the legal problems faced by persons dealing with tenure and promotion problems.

Liaison with black colleges. Several of the workshops pinpointed the need to establish liaisons with professionals at black colleges. It is a natural liaison which has never been developed.



National Urban League, Inc.

The Equal Opportunity Building
500 East 62nd Street, New York, N.Y. 10021
Telephone: (212) 310-9000

TRI-STATE MINORITY FACULTY PROJECT CONFERENCE

NEW YORK UNIVERSITY
New York, New York
Friday, June 19, 1981

THEME: "STRATEGIES FOR INCREASING THE PRESENCE AND RETENTION OF MINORITY PROFESSIONALS IN HIGHER EDUCATION."

A G E N D A

8:30 A.M. - 9:30 A.M.

Registration - Vanderbilt Hall
New York University Law School

9:00 A.M. - 9:30 A.M.

Coffee/Danish - Vanderbilt Hall
New York University Law School

9:30 A.M. - 10:15 A.M.

GENERAL SESSION

Tishman Room - Vanderbilt Hall
New York University Law School

WELCOME REMARKS AND INTRODUCTION OF GUEST SPEAKER

Mr. Horace W. Morris
Executive Director
New York Urban League

GUEST SPEAKER

Dr. Clifton R. Wharton
Chancellor
State University of New York

TRI-STATE MINORITY FACULTY CONFERENCE
JUNE 19, 1981
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OVERVIEW OF TRI-STATE STUDY

Mr. Alexander J. Allen
Vice-President for Programs
National Urban League

National Urban League Staff

10:30 A.M. - 12:30 P.M.

WORKSHOPS

THEME: "ISSUES AFFECTING CAREER MOBILITY OF
MINORITY PROFESSIONALS IN PREDOMINANTLY
WHITE INSTITUTIONS."

GROUP A - ROOM 204	GROUP E - ROOM 212
GROUP B - ROOM 206	GROUP F - ROOM 214
GROUP C - ROOM 208	GROUP G - ROOM 216
GROUP D - ROOM 210	GROUP H - ROOM 218

12:30 P.M. - 1:30 P.M.

LUNCHEON

(YELLOW TICKETS) BEN SNOW ROOM
VANDERBILT HALL - 12TH FLOOR

(BLUE TICKETS) TOP OF THE PARK
LOEB STUDENT CENTER

2:00 P.M. - 4:00 P.M.

WORKSHOPS

THEME: "STRATEGIES FOR INCREASING AND
RETAINING MINORITY HIGHER EDUCATION
PROFESSIONALS IN PREDOMINANTLY WHITE
UNIVERSITIES."

GROUP A - ROOM 204	GROUP E - ROOM 212
GROUP B - ROOM 206	GROUP F - ROOM 214
GROUP C - ROOM 208	GROUP G - ROOM 216
GROUP D - ROOM 210	GROUP H - ROOM 218

4:00 P.M. - 5:00 P.M.

GENERAL SESSION

Tishman Room - Vanderbilt Hall
New York University Law School

5:00 P.M. - 7:00 P.M.

COCKTAIL RECEPTION - BOBST LIBRARY
BEN SNOW ROOM - 12TH FLOOR

HOST: NEW YORK UNIVERSITY OFFICE FOR
AFFIRMATIVE ACTION

TRI-STATE MINORITY FACULTY PROJECT
WORKSHOP DISCUSSANTS

GROUP A - ROOM 204

John Howard, SUNY, Purchase, NY
Evelyn Patterson, New York University
Aline Fugii McCord, Hunter College
Amina Rachman, New York Urban League
Atty. Gail Wright, NAACP, Legal Defense
Fund

GROUP B - ROOM 206

Georgiana Falu, SUNY, Old Westbury, NY
George Maginley, CUNY, Bd. of Higher Ed.
James Moss, Adelphi University
George Mims, Pace College
Barbara Winters, New Haven Urban League

GROUP C - ROOM 208

Lamar Miller, New York University
Madelon Stent, City University of NY
Melvin Gary, Rutgers University
Charlotte Morgan, Lehman College

GROUP D - ROOM 210

Sheila Nickson, Bd. of Higher Ed
State of New York
Carlos Perez, William Patterson College
Beverly Kelton, University of Hartford
Bessie Wright, National Urban League

GROUP E - ROOM 212

George McDonald, City University of NY
Juan Cobarrubias, Seton Hall
Juanita Allen, SUNY, Old Westbury, NY
Linda Lambert, Nat'l Advisory on Black
Colleges

GROUP F - ROOM 214

John Stevenson, Nat'l Scholarship Fund
(formerly of Empire State College)
James Malone, John Jay College
Aubrey Bonnett, Hunter College
Grizel Ubarry, Hispanic Association of
Higher Education, N.J.

GROUP G - ROOM 216

Carol Yeakey, Yale University
Scott Anderson, CUNY, Bd. of Higher Ed.
Ben Bowser, Cornell University
Al Mickens, CUNY, Old Westbury, NY
Juollie Carroll, Medgar Evans College
Atty. Ralph Smith, Univ. of Pennsylvania

GROUP H - ROOM 218

Setsuko Nishi, Brooklyn College
James Turner, Cornell University
Beverly Harrison, SUNY, Stoney Brook
Atty. Warren Bennia, Practitioner
Camille Rodriguez, Centrode Estudios
Puertorriqueños

CONCLUSION

Most studies of this type generally note the need for additional research. While we support this idea, there are more urgent program and policy requirements that are needed to assist minority professionals currently employed in faculty and administrative positions in predominately white colleges and to open the door for minorities in the future. Without question, the most urgent need is for federal agencies to become more involved in monitoring higher educational activities, particularly as they relate to the hiring of minorities. In 1975, the Carnegie Council on Policy Studies in Higher Education recommended:

The federal government no later than 1980 should undertake a comprehensive review of affirmative action requirements and of mechanisms of enforcement to determine what, if any, requirements and mechanisms are still needed and in what segments of higher education. The presumption should be in favor of disengagement as soon as possible (emphasis added), at first perhaps for certain types of institutions and for majority women, because of the probability that the supply of majority women will increase relatively rapidly and parity will be achieved more quickly for them than for minorities."³¹

The Commission was prophetic about the lag in the growth in parity between minorities and white males. And it is precisely because of this lag that we strongly believe the federal government should increase rather than disengage its activities with institutions.

The data from our survey show that minority professionals generally do not want the federal government to become involved in the tenure review process. However, there is sound evidence that the federal government through its agencies needs to review the mechanisms for awarding research grants, the patterns of hiring minorities, and the

affirmative action plans of institutions. This effort is needed in private universities much more than in publicly supported institutions. Nevertheless, both public and private universities need close scrutiny.

In addition to increased federal involvement, we believe that the National Urban League, along with other agencies, should investigate and develop programs in several important areas. The first is to assist minorities who have not completed their degrees. From our data base we were able to determine those fields and disciplines in which the largest number of minorities were lagging in completing their degrees. We intend to establish a mentorship network whereby we will match minority scholars with persons who have not completed their degrees.

The second area of concern is the need to increase the pool of candidates. Our data base will again serve us well. We were somewhat surprised at the large number of minority professionals who were products of lower-income families, especially since they often were young. This is encouraging, for as we develop programs, we can chart career paths (especially in the sciences) and disseminate the information to our affiliates and other community-based organizations and schools.

Another area of concern is assisting minorities in the area of research. We intend to use the extensive network of black, Asian and Hispanic researchers to assist us in designing programs. In addition, the National Urban League has many resources it can make available to researchers interested in writing articles. We found it especially encouraging that the respondents to our survey were particularly interested in applied and minority related research.

Finally, we will join with other groups in advocating remedies for the problems of promotion and tenure that confront many minorities, notably women, and we will encourage the National Urban League affiliates to make their resources available to individual professionals who are faced with problems.

While there are a range of problems that the National Urban League can address, our best resources are our affiliates and our relationships with other organizations. We intend to use the data from this and related reports to publicize the problems facing minority professionals. We realize that as the fiscal squeeze increases for many universities, our voice will be needed. The data in this report show that without immediate and strong advocacy positions by the National Urban League and similar organizations, those minorities who obtained jobs in predominately white universities in the early 1970's may be the last for several decades.

APPENDICES

A.

TABLE OF HIGHER EDUCATION EMPLOYEES:
NATIONALLY, NEW YORK, NEW JERSEY AND CONNECTICUT

Distribution Rates - National - 1977
TOTAL: EMPLOYEES IN INSTITUTIONS OF HIGHER EDUCATION

RACE/ETHNIC/SEX GROUP	TOTAL NUMBER	%	EXECUTIVE/ ADMINISTRATORS/ MANAGERS	FACULTY						PROFESSIONALS NOT FACULTY
				TOTAL FACULTY	PROFESSORS	ASSOCIATE PROFESSORS	ASSISTANT PROFESSORS	INSTRUCTORS	LECTURERS	
TOTAL	1,209,304	100%	100%	100%	100%	100%	100%	100%	100%	100%
MALE										
FEMALE										
WHITE			90%	93%	92%	90%	88%	87%	90%	86%
MALE			68%	86%	76%	63%	52%	53%	60%	44%
FEMALE			22%	9%	16%	27%	36%	34%	30%	42%
BLACK			7%	1%	3%	5%	7%	7%	4%	7%
MALE			5%	1%	2%	3%	3%	4%	2%	3%
FEMALE			2%	0%	1%	2%	4%	3%	2%	4%
HISPANIC			1%	1%	0%	1%	1%	1%	1%	1%
MALE			1%	1%	0%	1%	1%	1%	1%	1%
FEMALE			0%	0%	0%	0%	0%	0%	0%	0%
ASIAN OR PACIFIC ISLANDER			0%	2%	2%	2%	0%	0%	3%	4%
MALE			0%	0%	0%	0%	0%	0%	2%	2%
FEMALE			0%	0%	0%	0%	0%	0%	1%	2%
AMERICAN INDIAN, ALASKAN OR NATIVE			0%	0%	0%	0%	0%	0%	0%	0%
MALE			0%	0%	0%	0%	0%	0%	0%	0%
FEMALE			0%	0%	0%	0%	0%	0%	0%	0%

SOURCE: EQUAL EMPLOYMENT OPPORTUNITY COMMISSION 1977, DATA ANALYZED BY NATIONAL URBAN LEAGUE STAFF

AGGREGATE - NEW JERSEY - 1977
TOTAL: EMPLOYEES IN INSTITUTIONS OF HIGHER EDUCATION

RACE/ETHNIC/SEX GROUP	TOTAL	EXECUTIVE/ ADMINISTRATORS/ MANAGERS	FACULTY					OTHER FACULTY	PROFESSIONALS .. NOT FACULTY
			PROFESSORS	ASSOCIATE PROFESSORS	ASSISTANT PROFESSORS	INSTRUCTORS	LECTURERS		
TOTAL	17,422	2,356	2,410	2,766	3,682	1,310	249	220	4,429
MALE	11,709	1,805	2,125	2,183	2,373	627	160	169	2,267
FEMALE	5,713	551	285	583	1,309	683	89	51	2,162
WHITE	15,035	2,066	2,282	2,500	3,284	1,157	203	194	3,349
MALE	10,375	1,590	2,018	1,985	2,124	562	132	150	1,814
FEMALE	4,660	476	264	515	1,160	595	71	44	1,535
BLACK	1,404	230	40	121	200	99	28	15	671
MALE	718	171	29	79	113	46	15	11	254
FEMALE	686	59	11	42	87	53	13	4	417
HISPANIC	324	39	21	55	67	28	6	3	105
MALE	206	29	18	37	41	11	3	3	64
FEMALE	118	10	3	18	26	17	3	0	41
ASIAN OR PACIFIC ISLANDER	641	20	67	87	127	24	7	8	301
MALE	399	14	60	79	93	8	5	3	135
FEMALE	242	6	7	8	34	16	2	3	166
AMERICAN INDIAN, ALASKAN OR NATIVE	18	1	0	3	4	2	5	0	3
MALE	11	1	0	3	2	0	5	0	0
FEMALE	7	0	0	0	2	2	0	0	3

SOURCE: EQUAL EMPLOYMENT OPPORTUNITY COMMISSION 1977, DATA ANALYZED BY NATIONAL URBAN LEAGUE STAFF

Distribution Rates - New Jersey - 1977
TOTAL: EMPLOYEES IN INSTITUTIONS OF HIGHER EDUCATION

RACE/ETHNIC/SEX GROUP	TOTAL		EXECUTIVE/ ADMINISTRATORS/ MANAGERS	TOTAL FACULTY	FACULTY						PROFESSIONALS NOT FACULTY
	NUMBER	%			PROFESSORS	ASSOCIATE PROFESSORS	ASSISTANT PROFESSORS	INSTRUCTORS	LECTURERS	OTHER FACULTY	
TOTAL	17,422	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
MALE											
FEMALE											
WHITE			88%		95%	90%	89%	88%	82%	88%	76%
MALE			68%		84%	71%	58%	43%	53%	68%	41%
FEMALE			20%		11%	19%	31%	45%	29%	20%	35%
BLACK			10%		2%	4%	5%	8%	11%	7%	13%
MALE			7%		1%	3%	3%	4%	6%	3%	6%
FEMALE			3%		1%	1%	2%	4%	5%	2%	9%
HISPANIC			1%		1%	2%	2%	2%	2%	1%	2%
MALE			1%		1%	1%	1%	1%	1%	1%	1%
FEMALE			0%		0%	1%	1%	1%	1%	0%	1%
ASIAN OR PACIFIC ISLANDER			1%		2%	3%	3%	2%	3%	3%	7%
MALE			1%		2%	3%	3%	1%	2%	2%	3%
FEMALE			0%		0%	0%	0%	1%	1%	1%	4%
AMERICAN INDIAN, ALASKAN OR NATIVE			0%		0%	0%	0%	0%	2%	0%	0%
MALE			0%		0%	0%	0%	0%	2%	0%	0%
FEMALE			0%		0%	0%	0%	0%	0%	0%	0%

SOURCE: EQUAL EMPLOYMENT OPPORTUNITY COMMISSION 1977, DATA ANALYZED BY NATIONAL URBAN LEAGUE STAFF

Participation Rates - New Jersey - 1977
TOTAL: EMPLOYEES IN INSTITUTIONS OF HIGHER EDUCATION
(PERCENTAGES)

RACE/ETHNIC/SEX GROUP	TOTAL		EXECUTIVE/ ADMINISTRATORS/ MANAGERS	FACULTY							PROFESSIONALS NOT FACULTY
	NUMBER	%		TOTAL FACULTY	PROFESSORS	ASSOCIATE PROFESSORS	ASSISTANT PROFESSORS	INSTRUCTORS	LECTURERS	OTHER FACULTY	
TOTAL	17,422	100%	14%		14%	16%	21%	8%	1%	1%	25%
MALE	11,709	100%	15%		18%	19%	20%	5%	1%	1%	19%
FEMALE	5,713	100%	10%		5%	10%	22%	12%	2%	1%	10%
WHITE	15,015	100%	14%		15%	17%	22%	8%	1%	1%	22%
MALE	10,375	100%	15%		20%	19%	21%	5%	1%	1%	18%
FEMALE	4,660	100%	10%		5%	11%	25%	13%	2%	1%	13%
BLACK	1,404	100%	16%		3%	9%	14%	7%	1%	1%	48%
MALE	718	100%	24%		4%	11%	16%	6%	2%	1%	35%
FEMALE	680	100%	9%		2%	6%	13%	7%	2%	1%	60%
HISPANIC	329	100%	12%		0%	17%	21%	9%	2%	1%	32%
MALE	206	100%	14%		0%	18%	20%	5%	1%	1%	31%
FEMALE	118	100%	8%		3%	15%	22%	14%	3%	0%	35%
ASIAN OR PACIFIC ISLANDER	641	100%	3%		10%	14%	20%	4%	1%	1%	47%
MALE	399	100%	4%		15%	20%	24%	2%	1%	1%	40%
FEMALE	242	100%	2%		3%	3%	14%	7%	1%	1%	69%
AMERICAN INDIAN, ALASKAN OR NATIVE	18	100%	5%		0%	17%	22%	11%	28%	0%	17%
MALE	11	100%	9%		0%	27%	18%	0%	46%	0%	0%
FEMALE	7	100%	0%		0%	0%	29%	29%	0%	0%	42%

SOURCE: EQUAL EMPLOYMENT OPPORTUNITY COMMISSION 1977, DATA ANALYZED BY NATIONAL URBAN LEAGUE STAFF

AGGREGATE - NEW YORK STATE - 1977
TOTAL EMPLOYEES IN INSTITUTIONS OF HIGHER EDUCATION

RACE/ETHNIC/SEX GROUP	TOTAL	EXECUTIVE/ ADMINISTRATORS/ MANAGERS	FACULTY					OTHER FACULTY	PROFESSIONALS NOT FACULTY
			PROFESSORS	ASSOCIATE PROFESSORS	ASSISTANT PROFESSORS	INSTRUCTORS	LECTURERS		
TOTAL	64,463	9,207	10,953	11,110	12,155	3,862	1,118	1,671	14,389
MALE	44,261	6,091	9,778	8,894	9,214	2,063	622	934	7,658
FEMALE	20,204	3,116	1,165	2,216	3,944	1,799	496	737	6,731
WHITE	57,801	8,385	10,396	10,483	10,938	3,372	813	1,471	12,143
MALE	40,295	5,611	9,313	8,245	7,424	1,775	469	825	6,633
FEMALE	17,506	2,774	1,083	2,038	3,514	1,597	344	646	5,510
BLACK	3,183	349	158	302	536	211	207	58	1,162
MALE	1,601	308	118	214	304	100	102	18	437
FEMALE	1,582	241	40	88	232	111	105	40	725
HISPANIC	1,225	153	96	176	248	115	63	30	344
MALE	764	103	77	137	157	75	33	27	159
FEMALE	461	50	19	39	91	40	30	3	185
ASIAN OR PACIFIC ISLANDER	2,149	119	295	333	411	144	33	112	706
MALE	1,328	64	274	285	310	96	18	68	413
FEMALE	821	49	21	48	101	48	17	44	293
AMERICAN INDIAN, ALASKAN OR NATIVE	107	7	8	16	22	20	0	0	34
MALE	73	5	6	13	16	17	0	0	16
FEMALE	34	2	2	3	6	3	0	0	18

SOURCE: EQUAL EMPLOYMENT OPPORTUNITY COMMISSION 1977, DATA ANALYZED BY NATIONAL URBAN LEAGUE STAFF

Distribution Rates - New York - 1977
TOTAL: EMPLOYEES IN INSTITUTIONS OF HIGHER EDUCATION

RACE/ETHNIC/SEX GROUP	TOTAL NUMBER %		EXECUTIVE/ ADMINISTRATORS/ MANAGERS	TOTAL FACULTY	FACULTY					OTHER FACULTY	PROFESSIONALS NOT FACULTY
					PROFESSORS	ASSOCIATE PROFESSORS	ASSISTANT PROFESSORS	INSTRUCTORS	LECTURERS		
TOTAL	64,465	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
MALE											
FEMALE											
WHITE			91%		95%	93%	90%	87%	73%	88%	84%
MALE			61%		85%	74%	61%	46%	42%	49%	46%
FEMALE			30%		10%	19%	29%	41%	31%	39%	38%
BLACK	188		6%		1%	3%	4%	5%	18%	3%	8%
MALE			3%		1%	2%	3%	2%	9%	1%	3%
FEMALE			3%		0%	1%	1%	3%	9%	2%	5%
HISPANIC			2%		1%	1%	2%	3%	6%	1%	2%
MALE			1%		1%	1%	1%	2%	3%	1%	1%
FEMALE			1%		0%	0%	1%	1%	3%	0%	1%
ASIAN OR PACIFIC ISLANDER			0%		3%	3%	3%	3%	3%	7%	34%
MALE			0%		3%	3%	2%	2%	2%	4%	16%
FEMALE			0%		0%	0%	1%	1%	1%	3%	18%
AMERICAN INDIAN, ALASKAN OR NATIVE			0%		0%	0%	0%	0%	0%	0%	0%
MALE			0%		0%	0%	0%	0%	0%	0%	0%
FEMALE			0%		0%	0%	0%	0%	0%	0%	0%

SOURCE: EQUAL EMPLOYMENT OPPORTUNITY COMMISSION 1977, DATA ANALYZED BY NATIONAL URBAN LEAGUE STAFF

Participation Rates - New York - 1977
TOTAL: EMPLOYEES IN INSTITUTIONS OF HIGHER EDUCATION
(PERCENTAGES) FACULTY

RACE/ETHNIC/SEX GROUP	TOTAL NUMBER	%	EXECUTIVE/ ADMINISTRATORS/ MANAGERS	TOTAL FACULTY	PROFESSORS	ASSOCIATE PROFESSORS	ASSISTANT PROFESSORS	INSTRUCTORS	LECTURERS	OTHER FACULTY	PROFESSIONALS NOT FACULTY
TOTAL	64,465	100%	14%		17%	17%	19%	6%	2%	3%	22%
MALE	44,261	100%	14%		22%	20%	19%	5%	1%	2%	17%
FEMALE	20,204	100%	16%		5%	11%	20%	10%	2%	3%	33%
WHITE	57,801	100%	15%		18%	18%	19%	5%	1%	3%	21%
MALE	40,295	100%	14%		23%	21%	18%	4%	1%	2%	17%
FEMALE	17,506	100%	16%		6%	12%	20%	9%	2%	4%	31%
BLACK	3,183	100%	17%		5%	9%	16%	7%	7%	2%	37%
MALE	1,601	100%	19%		7%	13%	19%	6%	6%	1%	27%
FEMALE	1,582	100%	15%		3%	5%	14%	7%	7%	3%	46%
HISPANIC	1,225	100%	13%		8%	14%	20%	9%	5%	2%	28%
MALE	764	100%	13%		10%	18%	21%	10%	4%	3%	21%
FEMALE	461	100%	11%		4%	8%	20%	9%	6%	2%	40%
ASIAN OR PACIFIC ISLANDER	2,149	100%	5%		14%	15%	19%	7%	2%	5%	33%
MALE	1,528	100%	4%		18%	19%	20%	8%	1%	5%	27%
FEMALE	621	100%	8%		3%	8%	16%	8%	3%	7%	47%
AMERICAN INDIAN, ALASKAN OR NATIVE	107	100%	7%		7%	15%	21%	19%	0%	0%	31%
MALE	73	100%	7%		8%	18%	22%	23%	0%	0%	22%
FEMALE	34	100%	8%		6%	9%	18%	9%	0%	0%	52%

SOURCE: EQUAL EMPLOYMENT OPPORTUNITY COMMISSION 1977, DATA ANALYZED BY NATIONAL URBAN LEAGUE STAFF

AGGREGATE - CONNECTICUT - 1977

TOTAL: EMPLOYEES IN INSTITUTIONS OF HIGHER EDUCATION

RACE/ETHNIC/SEX GROUP	TOTAL	EXECUTIVE/ ADMINISTRATORS/ MANAGERS	FACULTY						PROFESSIONALS .. NOT FACULTY
			PROFESSORS	ASSOCIATE PROFESSORS	ASSISTANT PROFESSORS	INSTRUCTORS	LECTURERS	OTHER FACULTY	
TOTAL	12,090	1,909	1,824	1,678	2,351	484	120	506	3,218
MALE	8,099	1,346	1,649	374	1,643	229	70	378	1,410
FEMALE	3,991	563	175	374	708	225	50	128	1,808
WHITE	11,260	1,785	1,756	1,579	2,208	453	104	417	2,958
MALE	7,549	1,268	1,386	1,300	1,533	210	63	307	1,282
FEMALE	3,711	517	170	279	675	243	41	110	1,676
BLACK	382	98	13	31	63	19	7	9	142
MALE	224	58	12	20	46	10	3	7	68
FEMALE	158	40	1	11	17	9	4	2	74
HISPANIC	119	15	15	29	26	5	1	4	33
MALE	80	12	14	16	19	3	1	2	13
FEMALE	39	3	1	4	7	2	0	2	20
ASIAN OR PACIFIC ISLANDER	323	10	39	48	52	7	8	75	84
MALE	243	7	36	38	45	6	3	62	46
FEMALE	80	3	3	10	7	1	5	13	38
AMERICAN INDIAN, ALASKAN OR NATIVE	5	1	1	0	7	0	0	0	1
MALE	3	1	1	0	6	0	0	0	1
FEMALE	2	0	0	0	1	0	0	0	0

SOURCE: EQUAL EMPLOYMENT OPPORTUNITY COMMISSION 1977, DATA ANALYZED BY NATIONAL URBAN LEAGUE STAFF

Distribution Rates - Connecticut - 1977
TOTAL: EMPLOYEES IN INSTITUTIONS OF HIGHER EDUCATION

RACE/ETHNIC/SEX GROUP	TOTAL		EXECUTIVE/ ADMINISTRATORS/ MANAGERS	FACULTY						OTHER FACULTY	PROFESSIONALS NOT FACULTY
	NUMBER	%		TOTAL FACULTY	PROFESSORS	ASSOCIATE PROFESSORS	ASSISTANT PROFESSORS	INSTRUCTORS	LECTURERS		
TOTAL	19,052	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
MALE											
FEMALE											
WHITE			93%		94%	96%	94%	94%	86%	83%	92%
MALE			66%		87%	77%	65%	43%	52%	61%	40%
FEMALE			27%		11%	24%	29%	50%	34%	22%	52%
BLACK			3%		2%	1%	2%	6%	5%	1%	4%
MALE			3%		1%	1%	2%	2%	2%	1%	2%
FEMALE	161		2%		1%	0%	0%	4%	3%	0%	2%
HISPANIC			1%		1%	1%	1%	0%	0%	0%	1%
MALE			1%		1%	1%	1%	0%	0%	0%	0%
FEMALE			0%		0%	0%	0%	0%	0%	0%	1%
ASIAN OR PACIFIC ISLANDER			0%		2%	2%	2%	1%	6%	15%	2%
MALE			0%		2%	2%	2%	1%	2%	12%	1%
FEMALE			0%		0%	0%	0%	0%	4%	3%	1%
AMERICAN INDIAN, ALASKAN OR NATIVE			0%		0%	0%	0%	0%	0%	0%	0%
MALE			0%		0%	0%	0%	0%	0%	0%	0%
FEMALE			0%		0%	0%	0%	0%	0%	0%	0%

SOURCE: EQUAL EMPLOYMENT OPPORTUNITY COMMISSION 1977, DATA ANALYZED BY NATIONAL URBAN LEAGUE STAFF

B.

DIRECTORY OF TRI-STATE MINORITY PROFESSIONALS
IN HIGHER EDUCATION

DIRECTORY OF NONWHITE HIGHER EDUCATION
PROFESSIONALS IN NEW YORK STATE

DR. SERGIO L. ABREU
FORDHAM UNIVERSITY
EAST FORDHAM ROAD
BORNX, NY
10458

DR. RADH ACHUTHAN
ASSOC. PROF. NATURAL SCIENCE
SOUTHAMPTON COLLEGE
SOUTHAMPTON, NY
11968

DEAN AVERNA ADAMS
ASST. DEAN
ARCHITECTURE
COLUMBIA UNIVERSITY
405 AVERY
NEW YORK, NY
10032

CAROL ADAMS
ASST. PROF./DEVELOP. STUDY
MONROE COMMUNITY COLLEGE
1000 EAST HENRIETTA ROAD
ROCHESTER, NY
14603

ELEANOR ADENKAN
PLACEMENT OFFICER
COLUMBIA UNIVERSITY
211 EAST HALL
NEW YORK, NY
10027

JOSE ADRIAN
ASST. DIR./ADMISSIONS
CORNELL UNIVERSITY
ITHACA, NY
14853
14853

DONNA ALBRO
FACULTY AND STAFF RELATIONS
CITY UNIVERSITY OF NEW YORK
CUNY/BOARD OF HIGHER EDUCATION
NEW YORK, NY
10021

PAUL ALEXANDER
UNIVERSITY RELATIONS MGR.
CITIBANK
399 PARK AVENUE
NEW YORK, NY
10043

PROF. MADAD ALI
INTERNAL MEDICINE
NEW YORK MEDICAL COLLEGE
VALHALLA, NY
10595

JUANITA L. ALLEN
ASST. PROF./UBAN STUDIES
SUNY COLLEGE AT OLD WESTBURY
LONG ISLAND, NY
11568

ROLANDO A. ALUM
INSTRUCTOR,CTR. FW/
LABOR STUDIES
STATE COLLEGE-SUNY
330 WEST 42nd STREET
NEW YORK, NY
10036

EMERLINDO ALVAREZ
RESEARCH ASST./CENTRAL OFFICE
CENTER FOR PUERTO RICAN STUDY
CUNY
445 WEST 59th STREET
BROOKLYN, NY
11215

SHARON R. AMOS
ENGLISH EDUCATION
EDUCATIONAL OPPORTUNITY CENTER
465 WASHINGTON STREET,
BUFFALO, NY
14260

AVIS ANDERSON
LAGUARDIA COMMUNITY COLLEGE
31-10 THOMSON AVENUE
LONG ISLAND, NY
11101

MR. G.S. ANDERSON
EXEC. ASST./DEPUTY CHANCELLOR
CITY UNIVERSITY OF NEW YORK
535 EAST 89th STREET
NEW YORK, NY
10021

MR. GLANN ANDERSON
LAGUARDIA COMMUNITY COLLEGE
31-10 THOMSON AVENUE
LONG ISLAND, NY
11101

MARK ANDERSON
COUNSELING/STUDENT DEVE.
344 EAST 28th STREET
NEW YORK, NY
10016

NAGAPPAN ANNAMALAI
PROFESSOR-ENGINEERING DEPT.
CLARKSON COLLEGE
POTSDAM, NY
13676

NAGAPPAN ANNAMALAI
PROFESSOR-ENGINEERING DEPT.
CLARKSON COLLEGE
POTSDAM, NY
13676

PROF. IRENE APONTE
INSTRUCTOR/SPECIAL PROGRAMS
MEDGAR EVERS COLLEGE
1150 CARROL STREET
BROOKLYN, NY
11234

JULIUS A. ARCHIBALD, JR.
PROF./CHAIRMAN-COMPUTER SCI.
SUNY/COLLEGE AT PLATTSBURGH
PLATTSBURGH, NY
12901

PROF. BERTRAND ARMSTRONG
PROF./EDUCATION DEPARTMENT
YORK COLLEGE
150-14 JAMAICA AVENUE
JAMAICA, NY
11451

CARLOS ASTIZ
PROF./POLITICAL SCIENCE
STATE UNIV. OF N.Y. AT ALBANY
1400 WASHINGTON AVENUE
ALBANY, NY
12222

PHYLLIS ATWATER
INSTRUCTOR
SUNY AT OLD WESTBURY
OLD WESTBURY, NY
11568

MR. NJOKU AWA
VISITING READER/COM. ARTS
CORNELL UNIVERSITY
640 STEWART AVENUE
ITHACA, NY
14850

MS. DELORES BAGLEY
UNIVERSITY ACCOUNTING
CUNY/BOARD OF HIGER EDUC.
555 WEST 57th STREET
NEW YORK, NY
10019

JOSEPH BAKER
ASST. BASKETBALL COACH
COLGATE UNIVERSITY
HAMILTON, NY
13346

DR. BRUCE BALLARD
ASSOCIATE DEAN
CORNELL UNIVERSITY
MEDICAL COLLEGE
1300 YORK AVENUE
NEW YORK, NY
10021

PROF. MARY E. ARINGTON
ASST. PROF./STUDENT AFFAIRS
COLLEGE OF STATEN ISLAND
715 OCEAN TERRACE
STATEN ISLAND, NY
10301

MICHAEL ATKINS
PLACEMENT SPECIALIST/COUNSELOR
SYRACUSE UNIVERSITY
123 COLLEGE AVENUE
SYRACUSE, NY
13210

MR. JOHN AUH
CHIEF LIBRARIAN
WAGNER COLLEGE
STATEN ISLAND, NY
10301

MARGARITA AYALA
ASST. PROF./DENTAL HYGIENE
SUNY AT FARMINGDALE
MELVILLE ROAD
FARMINGDALE, NY
11735

PROF. PEARL S. BAILEY
CHAIRPERSON/HEALTH SCIENCES
MEDGAR EVERS COLLEGE
1150 CARROLL STREET
BROOKLYN, NY
11225

PROF. BOBBY L. BALDWIN
SECRETARIAL SCIENCE
2001 ORIENTAL BOULEVARD
BROOKLYN, NY
11235

HORACE BANBURY
LECTURER/SEEK
JOHN JAY COLLEGE
445 WEST 59th STREET
NEW YORK, NY
10019

PROF. ANNE ASHBAUGH
PROF./PHILOSOPHY & RELIGION
TOWER-RM 330
HAMILTON, NY
11346

PROF. PAMELA ATKINS
PROF. STUDENT FINANCIAL AID
NASSAU COMMUNITY COLLEGE
GARDEN CITY, NY
11530

SHELDON AUSTIN
DIR./LANGUAGE-ARTS-ANR
COLLEGE OF NEW ROCHELLE
CHELSEA HALL-NEW RESOURCES
NEW ROCHELLE, NY
10801

MR. ROBERT AYERS
ASSOC. PROF./HEALTH SCIENCES
HUNTER COLLEGE
420 EAST 26th STREET
NEW YORK, NY
10010

RUTH BAINES
ASST. CHANCELOER/HEALTH SCIENCE
STATE UNIVERSITY/NEW YORK
UNIVERSITY PLAZA
ALBANY, NY
12246

PROF. ALLEN BALLARD
PROF./POLITICAL SCIENCE
CITY COLLEGE
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

DAVID BANKS
ASSOC. PROF./ANTHROPOLOGY
SUNY AT BUFFALO
AMHERST, NY
14261

MES. BRENDA J. BARLEY
DIR./CAREER DEVELOPMENT CT.
MEDGAR EVERS COLLEGE
1150 CARROLL STREET
BROOKLYN, NY
11225

PETRA BASKETT
ASST. PROF./NURSING
BRONX COMMUNITY COLLEGE/CUNY
W. 181 STREET-UNIV. AVENUE
NEW YORK, NY

DR. BERNICE K. BAXTER
HUNTER COLLEGE
695 PARK AVENUE
NEW YORK, NY
10021

MS. SUSAN BELLINGER
ASSOC. DIR./SOCIAL CENTER
COLUMBIA UNIVERSITY SSW
662 WEST 113th STREET
NEW YORK, NY
10025

PROF. EFFIE M. BENNETT
PROF./EARLY CHILDHOOD DIV.
STATE UNIVERSITY OF NEW YORK
AGRI. AND TECH. COLLEGE
COBLESKILL, NY
12043

MR. NORMAN BERHANNAN
ASST. DEAN/STUDENT AFFAIRS
SUNY AT STONY BROOK
346 ADMIN. BLDG.
STONY BROOK, NY
11794

PROF. EDWARD D. BEWAYO
PROF./PERSONNEL MANAGEMENT
MOUNT SAINT MARY COLLEGE
BUSINESS DEPARTMENT
NEWBURGH, NY
12550

MS. SEVRINE BARRIE
RES. DIR./PLIMPTON HALL
BARNARD COLLEGE
1235 AMSTERDAM AVENUE
NEW YORK, NY
10027

DELORES E. BATTLE
ASSOC. PROF./CHILDHOOD ED.
STATE UNIVERSITY
COLLEGE/BUFFALO
1300 ELMWOOD AVENUE
BUFFALO, NY
14222

PROF. CRAIG P. BELL
HEALTH SCIENCE
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY

JOYCE BELTON-LIGHTNER
ASST. PROF./STUDENT PERSONNEL
WESTCHESTER COMMUNITY COLLEGE
75 GRASSLANDS ROAD
VALHALLA, NY
10603

DEPUTY PHILIP D. BENSON
STUDENT AFFAIRS
COLUMBIA UNIVERSITY
213 LOW
NEW YORK, NY
10027

GLORIA I. BERNABE
INSTRUCTOR/ROMANCE LANGUAGES
SUNY AT BINGHAMTON
LT. 614-SUNY
BINGHAMTON, NY
13901

PROF. GERARD BISSAINTHE
ASST. PROF./MODERN LANG.
COLLEGE OF STATEN ISLAND
130 STUYVESANT PLACE
STATEN ISLAND, NY
10301

MERCEDES BARRY
ASSISTANT TO THE DEAN
ASSITANT TO THE DEAN
EMPIRE STATE COLLEGE/SUNY
NEW YORK, NY
10010

PROF. CONSTANCE RATTY
PROF./DEPARTMENT OF EDUC.
SUNY AT OLD WESTBURY
OLD WESTBURY, NY
11568

EDWARD BELL
ASSOC. DEAN OF ADMISSIONS
STATE UNIVERSITY COLLEGE
HAB 405
NEW PALTZ, NY
12562

PROF. JOSE BENAVIDES
PROFESSOR/ROMANCE LANGUAGES
COLGATE UNIVERSITY
HAMILTON, NY
11346

COURT BENTAN
CORNELL UNI. MEDICAL COLLEGE
3100 YORK AVENUE
NEW YORK, NY
10021

PROF. WILLIAM BERNAL
PROF./INSTRUCTIONAL RESOURCES
NEW YORK CITY COMM. COLLEGE
300 JAY STREET
BROOKLYN, NY
11201

PROF. CHARLOTTE BISHOP
BOROUGH OF MANHATTAN
COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

LOIS BLADES -ROSADO
COOR. TEACHER/EDUCATION
COLLEGE FOR HUMAN SERVICES
201 VARICK STREET
NEW YORK, NY
10014

MS. GENOVEVA BLANCO
HUNTER COLLEGE
11 RIVERSIDE DRIVE
NEW YORK, NY
10024

PROF. VERMELL BLANDING
LECTURER IN ENGLISH
HOSTOS COMMUNITY COLLEGE
475 GRAND CONCOURSE
BRONX, NY
10451

PROF. MAXINE BLANKS
ASST. PROF./NURSING
NEW YORK CITY TECHNICAL COLL.
300 JAY STREET
BROOKLYN, NY
11201

BEVERLY W. BLOUNT
ASST. GRANTS ADMINISTRATOR
NEW YORK MEDICAL COLLEGE
VALAHALLA, NY
10595

PROF. PAUL BOBB
PROF./HEALTH & PHYSICAL EDUC.
MEDGAR EVERS COLLEGE
1150 CARROLL STREET
BROOKLYN, NY
11225

WANDA A. BOLTON
DIRECTOR, COOP. EDUCATION
C. W. POST-L.I.U.
NORTHERN BOULEVARD
GREENVALE, NY
11548

DR. BEVERLY H. BONAPARTE
ASSOCIATE PROF. NURSING
NEW YORK UNIVERSITY
429 SHUNKIN HALL
NEW YORK, NY
10003

PROF. GEORGE C. BOND
ASSOC. PROF./SOCIAL SCIENCES
TEACHERS COLLEGE/COLUMBIA UNIV.
520 WEST 120th STREET
NEW YORK, NY
10027

PROF. THOMAS BOND
ASSOC. PROF./BIOLOGICAL SCIENCE
COLLEGE OF STATEN ISLAND
130 STUYVESANT PLACE
STATEN ISLAND, NY
10301

PROF. FRANK BONILLA
PROF./DIR. - P.R. STUDIES CTR.
CUNY BOARD OF HIGHER EDUC.
445 WEST 59th STREET
NEW YORK, NY
10019

MR. DENNIS BONNER
DIRECTOR OF ADMISSIONS
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

DR. AUBREY BONNET
DEPUTY EXECUTIVE OFFICER
CUNY GRADUATE CENTER
33 WEST 42nd. STREET
NEW YORK, NY
10036

DR. BERNARD BOOZER
SUNY AT OSWEGO
OSWEGO, NY
13126

ORA JAMES BOUEY
ASST. PROF./NURSING
SUNY AT STONY BROOK
HSC 2L 226
STONY BROOK, NY
11794

BENJAMIN P. BOWSER
ASST. DEAN/GRADUATE SCHOOL
CORNELL UNIVERSITY
ITHACA, NY
14853

DR. JOHN G. BOYCE
DIRECTOR/GYNECOLOGY
STATE UNIVERSITY HOSPITAL
450 CLARKSON AVENUE, BOX 24
BROOKLYN, NY
11203

MR. GEORGE BOYKIN
SUNY AT STONY BROOK
LAB. OFFICE BUILDING
LONG ISLAND, NY
11794

PROF. UDA BRADFORD
ASST. PROF./STUDENT DEVELOPMENT
KINGSBOROUGH COMMUNITY COLLEGE
2001 ORIENTAL BOULEVARD
BROOKLYN, NY
11235

EDUARDO BRAITHWAITE
HISPANIC STUDIES
117-27 MARSDEN STREET
JAMAICA, NY
11434

MS. GLORIA BREWER
SUNY AT FARMINGDALE
THE COTTAGE
FARMINDALE, NY
11735

PROF. JAMES BROOKS
 PROF./DATA PROCESSING
 MANHATTAN COMMUNITY COLLEGE
 1633 BROADWAY
 NEW YORK, NY
 10019

PROF. EUGENE BROWN
 PROFESSOR/CHEM. DEPARTMENT
 NASSAU COMMUNITY COLLEGE
 GARDEN CITY, NY
 11530

MS. FRAN S. BROWN
 ASST. BURSAR-FINANCIAL OFFICE
 TEACHERS COLLEGE/COLUMBIA UNIV.
 525 WEST 120th STREET
 BOX 305
 NEW YORK, NY
 10027

DR. FRANK BROWN
 SUNY AT BUFFALO
 471 CHRISTOPHER BALDY HALL
 AMHERST, NY
 14260

JAMES A. BROWN
 INSTRUCTOR OF SOCIOLOGY
 BROOKLYN COLLEGE / CUNY
 BEDFORD AVENUE & AVE. H
 BROOKLYN, NY
 11210

PROF. LILLIAN BROWN
 COUNSELING SVC./HIGH RISK STU.
 CITY COLLEGE
 CONVENT AVENUE & 138th STREET
 NEW YORK, NY
 10031

RON BROWN
 ASST. PROF., E.O.P.
 WESTCHESTER COMMUNITY COLLEGE
 75 GRASSLANDS ROAD
 VALAHALLA, NY
 10595

ROSCOE E. BROWN, JR.
 PRESIDENT
 BRONX COMMUNITY COLLEGE-CUNY
 WEST 181 STREET-UNIV. AVENUE
 BRONX, NY
 10453

WILL J. BROWN
 DIR./EDUC. OPP. CENTER
 SUNY AT BUFFALO
 465 WASHINGTON STREET
 BUFFALO, NY
 14203

PROF. MARY BROWN
 RADIOLOGIC TECHNOLOGY
 NEW YORK CITY COMM. COLLEGE
 300 JAY STREET
 BROOKLYN, NY
 11201

DR. LEO A. BRYANT
 DIRECTOR/SPEC. PROG.-EOP
 STATE UNIVERSITY OF NEW YORK
 AGRI. AND TECH. COLLEGE
 ROUTE 7
 COBLESKILL, NY
 12043

VERNON BUCK
 EDUCATIONAL TECHNOLOGY
 SUNY AT ALBANY--ULB94
 1400 WASHINGTON AVENUE
 ALBANY, NY
 12222

DEAN THOMAS BUCKINGHAM
 STUDENT AFFAIRS
 SUNY AT OLD WESTBURY
 OLD WESTBURY, NY
 11568

PROF. PHYLLIS BUFORD
 PROF./SPECIAL PROGRAMS
 MEDGAR EVERS COLLEGE
 1150 CARROLL STREET
 BROOKLYN, NY
 11225

PROF. ROBERT BUNCH
 SOCIAL SCIENCE
 NEW YORK CITY COMM. COLL.
 300 JAY STREET
 BROOKLYN, NY
 11201

PROF. MARIE H. BUNCOMBE
 EDUCATIONAL SERVICES
 BROOKLYN COLLEGE
 BEDFORD AVENUE & AVENUE H
 BROOKLYN, NY
 11210

DR. LEON BUTLER
 PH.D/APPLIED BEHAVIORAL SCI.
 ERIE COMMUNITY COLLEGE
 1309 MAIN STREET
 BUFFALO, NY
 14209

PEDRO A. CABAN
 FORDHAM UNIVERSITY
 EAST FORDHAM ROAD (DEALY HALL)
 BRONX, NY
 10458

PROF. FELIPE C. CABELLO
 PROF./MICROBIOLOGY
 NEW YORK MEDICAL COLLEGE
 VALHALLA, NY
 10595

RUDOLPH CAIN
 UNIT COORDINATOR & MENTOR
 EMPIRE STATE COLLEGE
 1360 FULTON STREET
 BROOKLYN, NY
 11216

RUTH N. CALDWELL
 AFFIRMATIVE ACTION OFFICER
 STATE UNIVERSITY OF NEW YORK
 COLLEGE AT CORTLAND
 CORTLAND, NY
 13045

LEON J. CALHOUN, SR.
DIR. OF PERSONNEL
SUNY AT ALBANY
4100 WASHINGTON AVENUE
ALBANY, NY
12222

LINDA CAPORAE
ASST. PROF. HUMAN DIMENSIONS
RENESELAER POLYTHEN. INST.
TROY, NY
12180

JOHN CARDWELL
423 WEST 210th STREET
NEW YORK, NY
10027

DR. HARCOURT A. CARRINGTON
ASSOCIATE PROFESSOR
DIRECTOR OF COUNSELING
HOSTOS COMMUNITY COLLEGE
475 GRAND CONCOURSE
BRONX, NY
10451

DR. CAROL CARTER
MICROBIOLOGY-GRAD. BIO.
SUNY AT STONY BROOK
LONG ISLAND, NY
11794

PHILLIP CHAN
PROFESSOR/BIOCHEMISTRY
SUNY/DOWNSTATE MEDICAL CENTER
450 CLARKSON AVENUE
BROOKLYN, NY
11203

PROF. MAUDE CHANEY
PROFESSOR/NURSING DEPT.
NASSAU COMMUNITY COLLEGE
GARDEN CITY, NY
11530

CHARLES CAMPBELL
VOCATIONAL/CAREER COUNSELING
43 BENWOOD AVENUE
BUFFALO, NY
14214

PROF. JACQUELINE CARAWAY
PROF./PUBLIC HEALTH EDUCATION
ST. FRANCIS COLLEGE
180 REMSEN STREET
BROOKLYN, NY
11201

PATRICIA M. CAREY
DEAN FOR STUDENTS
NEW YORK UNIVERSITY
SCHL. OF EDUC., HEALTH NURSING
32 WASHINGTON PLACE
NEW YORK, NY
10003

PROF. JUOLLIE CARROLL
PROFESSOR/SPECIAL PROGRAMS
MEDGAR EVERS COLLEGE
1150 CARROLL STREET
BROOKLYN, NY
11225

CASSERENE CASSELLSE
ASSISTANT DIR./NURSING
UNIV. HOSPITAL OF STONY BROOK
HEALTH SCIENCE CNETER
LONG ISLAND, NY
11794

NARESH CHAND
ASST. PROF./PHYSIOLOGY
DOENSTATE MEDICAL CNTR./SUNY
450 CLARKSON AVENUE
BROOKLYN, NY
11203

PAMELA CHARLESTON
COUNSELOR/SPEC. SVCS. PROG.
VASSA COLLEGE
BOX 300
POUGHKEEPSIE, NY
12601

STEPHEN N. CAMPBELL
HEALTH SCIENCES
CORNELL UNIVERSITY
GANNETT MEDICAL CLINIC
ITHACA, NY
14853

JACK J. CARDIGAN
HIGHER EDUCATION ITEM
YORK COLLEGE
150-14 JAMAICA AVENUE
JAMAICA, NY
11451

DR. ALBERTO J. CARLOS
PROF./HISPANIC & ITALIAN STUDIES
STATE UNIVERSITY OF ALBANY
4100 WASHINGTON AVENUE
ALBANY, NY
12222

FAYE CARSON
BUSINESS EDUCATION
HOSTOS COMMUNITY COLLEGE
475 GRAND CONCOURSE
BRONX, NY
10451

JUAN J. CASTRO
DIRECTOR/INSTRUCTIONAL OPP.
NYC COMMUNITY COLLEGE
300 JAY STREET, RM 323-N
BROOKLYN, NY
11201

JOHN CHANDLER
COLUMBIA UNIVERSITY
400 WEST 119th STREET
NEW YORK, NY
10027

PROF. MARIA F. CHEN
PROF./PHYSICS & GEN. SCIENCE
NEW YORK CITY COMM. COLLEGE
300 JAY STREET
BROOKLYN, NY
11201

FLORENCE J. CHERRY
HUMAN DEV. & FAMILY STUDIES
CORNELL UNIVERSITY
G27 MVR
ITHACA, NY
14853

JOHN CHIPEMBERE
BOX 72
NEW HARTFORD, NY
13413

ELIA HIDALGO CHRISTENSEN
CHAIR, PUERTO RICAN STUDIES
STATE UNIV. OF NY AT ALBANY
1400 WASHINGTON AVENUE
ALBANY, NY
12222

SYLVIA CHU
ASSISTANT LIBRARIAN
SUNY/COLLEGE AT OSWEGO
OSWEGO, NY
13126

DR. DONALD D. CLARKE
CHAIRMAN/CHEMISTRY
FORDHAM UNIVERSITY
EAST FORDHAM ROAD
BRONX, NY
10458

THERESA COLE
RESIDENT HALL DIR./SOUTH
STATE UNIV./AGRI.-TECH. COLLEGE
MORRISVILLE, NY
13408

PROF. BARBARA J. COLEY
AMERICAN LITERATURE
SELDEN CAMPUS
SUFFOLK COMMUNITY COLLEGE
533 COLLEGE ROAD
SELDEN, NY
11784

PROF. DER TAU CHIN
PROF/CHEMICAL ENGINEERING
CLARKSON COLLEGE
POTSDAM, NY
13676

PROF. WILLIAM D. CHISOLM
PROF./HEALTH & PHYSICAL EDUC.
BROOKLYN COLLEGE
BEDFORD AVENUE & AVE. H
BROOKLYN, NY
11210

SON CHRISTMAS
PROF./DIR.-BEHAVIORAL SCIENCE
CITY COLLEGE/BIOMEDICAL EDUC.
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

MS. ISABEL CINTRON-GONZALE
BLACK & HISPANIC STUDIES
BARAUCH COLLEGE
23 LEXINGTON AVENUE
NEW YORK, NY
10010

PROF. ESTHER CLARKE
ASSISTANT DEAN
YORK COLLEGE
150-14 JAMAICA AVENUE
JAMAICA, NY
11451

PROF. GERALD COLEMAN
PROF./MUSIC DEPARTMENT
CONDORDIA COLLEGE
BRONXVILLE, NY
10708

WILLIAM COLLINS
PSYCHOLOGY
CORNELL UNIVERSITY
URIS HALL
ITHACA, NY
14853

PROF. Y. S. CHINN
PROFESSOR/PHYSICS
SUNY AT FARMINGDALE
FARMINGDALE, NY
11735

MR. DAVID CHIU
PROF., CHINESE DEPARTMENT
HOFSTRA UNIVERSITY
HEMPSTEAD, NY
11550

H. J. CHU
PROFESSOR/ANTH-SOC.
SUNY/COLLEGE AT OSWEGO
OSWEGO, NY
13126

PROF. NORRIS CLARK
PROF./ENGLISH DEPARTMENT
COLGATE UNIVERSITY
HAMILTON, NY
13346

TERRY CLAY
DIRECTOR/UPWARD BOUND
STEVENS INSTITUTES OF TECH.
CASTLE POINT STATION
HOBOKEN, NY
07030

PROF. IVA T. COLEMAN
CURRICULUM COOR./BIOLOGY
SUNY AT BINGHAMTON
VESTAL PARKWAY EAST
BINGHAMTON, NY
13903

MR. RICHARD COMMODORE
COUNSELING
BARUCH COLLEGE
BOX 294
17 LEXINGTON AVENUE
NEW YORK, NY
10010

FLORENCE J. CHERRY
HUMAN DEV. & FAMILY STUDIES
CORNELL UNIVERSITY
G27 MVR
ITHACA, NY
14853

PROF. DER TAU CHIN
PROF/CHEMICAL ENGINEERING
CLARKSON COLLEGE
POTSDAM, NY
13676

PROF. Y. S. CHINN
PROFESSOR/PHYSICS
SUNY AT FARMINGDALE
FARMINGDALE, NY
11735

JOHN CHIPEMBERE
BOX 72
NEW HARTFORD, NY
13413

PROF. WILLIAM D. CHISOLM
PROF./HEALTH & PHYSICAL EDUC.
BROOKLYN COLLEGE
BEDFORD AVENUE & AVE. H
BROOKLYN, NY
11210

MR. DAVID CHIU
PROF., CHINESE DEPARTMENT
HOFSTRA UNIVERSITY
HEMPSTEAD, NY
11550

ELIA HIDALGO CHRISTENSEN
CHAIR, PUERTO RICAN STUDIES
STATE UNIV. OF NY AT ALBANY
1400 WASHINGTON AVENUE
ALBANY, NY
12222

SON CHRISTMAS
PROF./DIR.-BEHAVIORAL SCIENCE
CITY COLLEGE/BIOMEDICAL EDUC.
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

H. J. CHU
PROFESSOR/ANTH-SOC.
SUNY/COLLEGE AT OSWEGO
OSWEGO, NY
13126

SYLVIA CHU
ASSISTANT LIBRARIAN
SUNY/COLLEGE AT OSWEGO
OSWEGO, NY
13126

MS. ISABEL CINTRON-GONZALE
BLACK & HISPANIC STUDIES
BARAUCH COLLEGE
23 LEXINGTON AVENUE
NEW YORK, NY
10010

PROF. NORRIS CLARK
PROF./ENGLISH DEPARTMENT
COLGATE UNIVERSITY
HAMILTON, NY
13346

DR. DONALD D. CLARKE
CHAIRMAN/CHEMISTRY
FORDHAM UNIVERSITY
EAST FORDHAM ROAD
BRONX, NY
10458

PROF. ESTHER CLARKE
ASSISTANT DEAN
YORK COLLEGE
150-14 JAMAICA AVENUE
JAMAICA, NY
11451

TERRY CLAY
DIRECTOR/UPWARD BOUND
STEVENS INSTITUTES OF TECH.
CASTLE POINT STATION
HOBOKEN, NY
07030

THERESA COLE
RESIDENT HALL DIR./SOUTH
STATE UNIV./AGRI.-TECH. COLLEGE
MORRISVILLE, NY
13408

PROF. GERALD COLEMAN
PROF./MUSIC DEPARTMENT
CONDORDIA COLLEGE
BRONXVILLE, NY
10708

PROF. IVA T. COLEMAN
CURRICULUM COOR./BIOLOGY
SUNY AT BINGHAMTON
VESTAL PARKWAY EAST
BINGHAMTON, NY
13903

PROF. BARBARA J. COLEY
AMERICAN LITERATURE
SELDEN CAMPUS
SUFFOLK COMMUNITY COLLEGE
533 COLLEGE ROAD
SELDEN, NY
11784

WILLIAM COLLINS
PSYCHOLOGY
CORNELL UNIVERSITY
URIS HALL
ITHACA, NY
14853

MR. RICHARD COMMODORE
COUNSELING
BARUCH COLLEGE
BOX 294
17 LEXINGTON AVENUE
NEW YORK, NY
10010

MR. JAMES H. CONE
SYSTEMATIC THEOLOGY
UNION THEOLOGICAL SIMINARY
3041 BROADWAY
NEW YORK, NY
10027

MR. CLARENCE A. CONNER
DIRECTOR/FINANCIAL AID
SUNY AT BUFFALO
3435 MAIN STREET/BUTLER ANNEX
BUFFALO, NY
14214

JOYCE H. CONOLY
LECTURER/SPECIAL PROGRAMS
CITY COLLEGE OF NEW YORK
131 STREET & CONVENT AVENUE
NEW YORK, NY
10031

MR. KERMIT COOK
COUNSELOR/FINANCIAL AID
HUNTER COLLEGE
424 MARYLAND AVENUE
STATEN ISLAND, NY
10305

MRS. ARDRENA M. COOKE
ASST TO VICE PRES./COMM. AFFS.
CITY COLLEGE OF NEW YORK
138th STREET & CONVENT AVE.
NEW YORK, NY
10031

PROF. DOROTHY COOKE
PROF./NURSING DEPARTMENT
NASSAU COMMUNITY COLLEGE
STUART AVENUE
GARDEN CITY, NY
11430

DR. ROSEMARY CONNEY
ASSISTANT PROF./SOCIOLOGY
FORDHAM UNIVERSITY
EAST FORDHAM ROAD
BRONX, NY
10458

LEO CORBIE
DEAN/STUDENT AFFAIRS
CITY UNIVERSITY OF NEW YORK
535 EAST 80th STREET
NEW YORK, NY
10021

SYLVIA CORLISS
PROFESSOR/NURSING
MAN. BORO. COMM. COLLEGE-CUNY
1633 BROADWAY
NEW YORK, NY
10019

WILBERT CORPRES
ASSOC. DIR. REGISTRARS OFF.
STATE UNIV. OF NY BINGHAMTON
BINGHAMTON, NY
13901

DUDLEY COX
PROF. & CHAIRMAN/BIOLOGY
PACE UNIVERSITY
1 PACE PLAZA
NEW YORK, NY
10038

PROF. ENOS COZIER
BIOLOGICAL SCIENCE
SUNY AT OLD WESTBURY
OLD WESTBURY, NY
11568

JEANNE E. COZIER
REGISTRA
YORK COLLEGE
150-14 JAMAICA AVENUE
JAMAICA, NY
11451

PROF. ERVINE CRAWFORD
SCHENECTADY CITY COMM. COLL.
WASHINGTON AVENUE
SCHENECTADY, NY
12305

PROF. EMMETT CRIBBS
ASS. PROF./WRITING & SPEECH
NEW YORK CITY COMM. COLLEGE
300 JAY STREET
BROOKLYN, NY
11201

ULYSSES CROCKETT
ASSOC. PROFESSOR/LAW
PACE UNIVERSITY LAW SCHOOL
WHITE PLAINS, NY
10603

DEAN ROBERT CROBWEIL
STUDENT PERSONNEL
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

LUCILLE CROOM
ASST. PROF./LECTURER OF MATH
COLLEGE OF STATEN ISLAND
715 OCEAN TERRACE
STATEN ISLAND, NY
10301

WILLIAM E. CROSS, NY
ASSOCIATE PROF./AFRICANA
CORNELL UNIVERSITY
310 TRIPHAMMER ROAD
ITHACA, NY
14853

MR. GEORGE CROUCH
SENIOR LAB TECH
CITY COLLEGE
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

SHARON CRUZ
ASST. IDR./ADMISSIONS
RUSSELL SAGE COLLEGE
TROY, NY
12180

VIOLETA CUENCA
TECH. SPECIALIST 11/08-BYN
UNIVERSITY MEDICAL CENTER
SUNY
750 EAST ADAMS STREET
SYRACUSE, NY
13210

DR. JAMES L. CURTIS
CORNELL UNIV. MED. COLLEGE
1300 YORK AVENUE, RM D-119
NEW YORK, NY
10021

PROF. IVY DABIRI
SECRETARIAL SCIENCE
NEW YORK CITY COMM. COLL.
300 JAY STREET
BROOKLYN, NY
11201

DENISE DARDEN
23 GLENWOOD AVENUE
BUFFALO, NY
14209

PROF. FANNIE DAVIS
ACCOUNTING-BUS., ADMIN.
NASSAU COMMUNITY COLLEGE
GARDEN CITY, NY
11530

MR. RONALD DAVIS
ASSOCIATE PROF./SOCIOLOGY
WILLIAM PATTERSON COLLEGE
WAYNE, NY

MR. PEDRO DECUBA
DIR./STUDENT ACTIVITIES
SUNY AT OLD WESTBURY
OLD WESTBURY, NY
11568

PROF. ANITA CUNNINGHAM
ADMINISTRATION
HOSTOS COMMUNITY COLLEGE
475 GRAND CONCOURSE
BRONX, NY
10451

MR. GLENN S. CUYJET
LONG ISLAND UNIVERSITY
SOUTHAMPTON COLLEGE
SOUTHAMPTON, NY
11968

LARRY DIAS
DIR./PROJ. DOUBLE DISCOVERY
COLUMBIA UNIVERSITY
410 FERRIS BOOTH
NEW YORK, NY
10027

PROF. ALVIN DAVIS
PSYCHOTHERAPY
MANHATTAN COMM. COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

JOHN A. DAVIS
PROF./POLITICAL SCIENCE
CITY COLLEGE/CUNY
138th & CONVENT AVE.
NEW YORK, NY
10031

PROF. J. DE WEEVER
PROFESSOR/ENGLISH
BROOKLYN COLLEGE
BEDFORD AVENUE & AVE. H
BROOKLYN, NY
11210

PROF. JAMES L. DEJONGH
ENGLISH
CITY COLLEGE
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

CHARLES CURRY
DIR./BUSINESS SCIENCES
ONONDAGA COMMUNITY COLLEGE
RTE 173, ONONDAGA HILL
SYRACUSE, NY
13215

ALUISIO M. DA ROSA-BORGES
MENTO
EMPIRE STATE COLLEGE/SUNY
425 EAST AVENUE
WATERTOWN, NY
13601

NORMAN DANIELS
COUNSELOR/FINANCIAL AID
SUFFOLK COMMUNITY COLLEGE
CROOKED HILL ROAD
BRENTWOOD, NY
11717

EAR S. DAVIS
DIR./INST. AFRO AMERICANS
NEW YORK UNIVERSITY
70 WASHINGTON, SQUARE SOUTH
NEW YORK, NY
10012

ROLAND DAVIS
COORD./COMM. DEVELOPMENT
HOFSTRA UNIVERSITY
WELLER HALL
HEMPSTEAD, NY
11550

MR. ROY DECARAVA
PROFESSOR/ART
HUNTER COLLEGE
695 PARK AVENUE
NEW YORK, NY
10021

PROF. WILLIAM E. DEMBY, JR.
ENGLISH
COLLEGE OF STATEN ISLAND
130 STUYVENSANT PLACE
STATEN ISLAND, NY
10301

ARTHURINE F. DESOLA
INSTRUCTOR
LAGUARDIA COMMUNITY COLLEGE
31-10 THOMSON AVENUE
LONG ISLAND, NY
11101

MANUEL DIAZ, JR.
ASSOCIATE PROFESSOR
FORDHAM UNIVERSITY
133 WEST 60th STREET
NEW YORK, NY
10023

PROF. CLYDE R. DILLARD
PROF./CHEMISTRY DEPARTMENT
BROOKLYN COLLEGE
BEDFORD AVENUE & AVE. H
BROOKLYN, NY
11210

BEVERLY DOVE
SRUD. PERSONNEL ADMIN.
EDUCATIONAL OPP. CNTR.
465 WASHINGTON STREET
BUFFALO, NY
14203

BARBARA DRAPER
LECTURER/SOCIAL WORK
COLUMBIA UNIVERSITY
622 WEST 133th STREET
NEW YORK, NY
10025

EUGENE L. DUDLEY
COLLEGE OF STATEN ISLAND
715 OCEAN STREET
STATEN ISLAND, NY
10301

PEARL DUNCAN
DIRECTOR/LANGUAGE ARTS
COLLEGE OF NEW ROCHELLE
140 PARK PLACE/DC 37 CAMPUS
NEW YORK, NY
10013

LAVORA DESVIGNE
SR. ASST. DIR./ADMISSIONS
C. E. POST/L. I. U.
NORTHER BOULEVARD
GREENVALE, NY
11548

LUIS A. DIEZ
ASSO. PROF./ROMANCE LANGS.
QUEENS COLLEGE/CUNY
65-30 KISSENA BOULEVARD
FLUSHING, NY
11367

DORIS DINGLE
INSTRUCTOR/SECONDARY ED.
HERBERT LEHMAN COLLEGE
BEDFORD PARK BLVD., WEST
BRONX, NY
10468

PROF. DENNIS B. DOVE
ASST. PROF./SURGERY
NEW YORK MEDICAL COLLEGE
VALHALLA, NY
10595

EDWARD DRUMMOND
SUPERVISOR/ELECTRON PATHOLOGY
SUNY AT STONY BROOK
BHST-T9 ROOM 191
STONY BROOK, NY
11794

JEROME E. DUKES
COORD./STUDENT PERS. SVC.
HUDSON VALLEY COMM. COLLEGE
VANDENBURGH AVENUE
TROY, NY
12180

PROF. BALFOUR DUNKELY
BIOLOGICAL SCIENCES
NEW YORK CITY COMM. COLLEGE
300 JAY STREET
BROOKLYN, NY
11201

PROF. WYNETTA DEVORE
ASST. PROF./SOCIAL WORK SCHOOL
SYRACUSE UNIVERSITY
BROCKWAY HALL
SYRACUSE, NY
13210

PROF. R. DIEZ
PROFESSOR/MODERN LANGUAGE
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

PROF. CARMEN DINOS
ELEMENTARY EDUCATION
BROOKLYN COLLEGE
BEDFORD AVENUE, & AVE. H
BROOKLYN, NY
11210

ELOISE DOWDELL
CORNELL UNIVERSITY
STATE PROGRAMS/COSEP
227 DAY HALL
ITHACA, NY
14853

CARMELA DUBOSE
COUNSELOR/ADMISSIONS
SUNY AT FREDONIA
FREDONIA, NY
14063

DAPHINE DUMAS
ASSOC. DEAN OF STUDIES
SARAH LAWRENCE COLLEGE
1 MEADWAY
BRONXVILLE, NY
10708

JOYCE G. DUNSTON
ASST. DIRECTOR/SPECIAL PROGRAMS
WAGNER COLLEGE
STATEN ISLAND, NY
10301

PROF. MARK DUODO
PROF./AFRO-AMERICAN STUDIES
NEW YORK CITY COMM. COLLEGE
300 JAY STREET
BROOKLYN, NY
11201

PROF. ANNA DURAN
PSYCHOLOGY DEPT.
COLUMBIA UNIV./TEACHER COLL.
520 WEST 120th STREET
BOX 16
NEW YORK, NY
10027

LOUISE DURANT
HIGHER EDUCATION ITERN
LAGUARDIA COMMUNITY COLLEGE
31-10 THOMSON AVENUE
LONG ISLAND, NY
11101

ROBERT EARLY
V.P. PERSONNEL MANAGEMENT
COLUMBIA UNIVERSITY
311 DODGE
NEW YORK, NY
10027

PROF. BARBARA EASON
BUSINESS EDUCATION
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

PROF. EDAN EDET
HUMANITIES DEPT.
MEDGAR EVERS COLLEGE
1150 CARROLL STREET
BROOKLYN, NY
11225

PROF. DAVID EDWARD
AUTOMOTIVE TECHNOLOGY
NEW YORK CITY COMM. COLLEGE
300 JAY STREET
BROOKLYN, NY
11201

RUNAE EDWARDS
STUDENT SERVICES ASSOC.
NEW YORK INSTITUTE/TECHNOLOGY
P. O. BOX 170. OLD WESTBURY
LONG ISLAND, NY
11542

PROF. THOMAS O. EDWARDS
HUMANITIES DEPT.
MEDGAR EVERS COLLEGE
1150 CARROLL STREET
BROOKLYN, NY
11225

PROF. WIMBERLY EDWARDS
OCCUPATIONAL THERAPY
YORK COLLEGE
150-14 JAMAICA AVENUE
JAMAICA, NY
11451

CHARLES ELDER
HEAL LIBRARIAN/SOC. WORK SCH.
HUNTER COLLEGE
129 EAST 79th STREET
NEW YORK, NY
10021

PROF. RONALD ELLIS
ASST. PROF./SECONDARY ED.
CITY UNIV./LEHMAN COLLEGE
BEDFORD PARK BOULEVARD WEST
BRONX, NY
10468

PROF. JOHN C. ELLSWORTH
QUEENS COLLEGE
65-30 KISSENA BOULEVARD
FLUSHING, NY
11367

PROF. EUGENE EMORY
PSYCHOLOGY DEPARTMENT
5 RIVERSIDE TOWERS
BINGHAMTON, NY
13905

DR. CAHTERINE ENG
CORNELL UNIV. MEDICAL COLLEGE
1300 YORK AVENUE, RM F-231
NEW YORK, NY
10021

ELBERY ENGLISH
PLACEMENT IDIRECTOR/SPS
SUNY-EDUC. OPPORTUNITY CTR.
100 NEW STREET
SYRACUSE, NY
13202

MS. ROSITA ESTADES
COMMUNITY STUDIES
HUNTER COLLEGE
695 PARK AVENUE
NEW YORK, NY
10021

JOHN ESTEVEZ
UNIVERSITY ACCJUNTING
CUNY/BD. OF HIGHER ED.
535 EAST 82TH STREET
NEW YORK, NY
10021

JOCELYN H. EVERING, JR.
BLACK STUDIES
BROOKLYN COLLEGE
BEDFORD AVENUE & AVE. H
BROOKLYN, NY
11210

MR. SAMUEL FARRELL
LAGUARDIA COMMUNITY COLLEGE
31-10 THOMAS AVENUE
LONG ISLAND, NY
11101

MR. FRANCIS FAWUNDU
BARUCH COLLEGE
17 LEXINGTON AVENUE
NEW YORK, NY
10010

ISOM FERN
DIRECTOR, EOP
STATE UNIVERSITY COLLEGE
AT FENESEO
GENESEO, NY
11454

DR. JOSEPH FERDINAND
ASST. PROF./FRENCH
VASSAR COLLEGE
BOX 145
POUGHKEEPSIE, NY
12601

DR. FRED FERGUSON
ASSOC. PROF./DENTISTRY
SUNY AT STONY BROOK
DENTAL SCHOOL, J-128
STONY BROOK, NY
11794

MARGARITE FERNANDEZ-OLMOS
INSTRUCTOR/MODERN LANGUAGES
BROOKLYN COLLEGE
BEDFORD AVENUE & AVE. H
BROOKLYN, NY
11210

FRANK FERNANDZ
PROFESSOR/ACCOUNTING
LE MOYNE COLLEGE
LE MONYE HEIGHTS
SYRACUSE, NY
13214

DR. KENYON FIELD
ASST. PROF./SURGERY MEDICINE
CORNELL UNIV. MEDICAL COLLEGE
1300 YORK AVENUE
NEW YORK, NY
10021

MILTON FLEMINGS
PROF./BIOLOGY
C. W. POST COLLEGE
L.I.U.
GREENVALE, NY
11747

ALBERT FLORES
ASST. PROF./PHILOSOPHY
RONSSLAER POLYTECHNIC INST.
TROY, NY
12181

PROF. JUDITH FLORES
M.D. PEDIATRICS
CTR. FOR COMPREHENSIVE HEALTH
163 EAST 97th STREET
NEW YORK, NY
10029

YVONNE FLOWES
LECTURER/OCCUPATIONAL THERAPY
YORK COLLEGE
150-14 JAMAICA AVENUE
JAMAICA, NY
11451

PROF. ROBERT FOOTE
STUDENT PERSONNEL SERVICES
NASSAU COMMUNITY COLLEGE
GARDEN CITY, NY
11530

DR. JAMES A. FORBES, JR.
ASSOC. PROF.
UNION THEOLOGICAL SEMINARY/NYC
3041 BROADWAY
NEW YORK, NY
10027

JOHN L. FORD
ASST. PROF./HUMAN SERVICE
STUDY
CORNELL UNIVERSITY
N135 MVR. HALL
ITHACA, NY
14853

JULIUS FORD
DEAN OF STUDENTS/STUDENT PERS.
WESTCHESTER COMMUNITY COLLEGE
75 GRASSLANDS ROAD
VALHALLA, NY
10595

DR. MONROE FORDHAM
ASSOC. PROFESSOR HISTORY
SUNY AT BUFFALO
1300 ELMWOOD AVENUE
BUFFALO, NY
14222

FARRIS FORSYTHE
ASST. DEAN TO STUDENTS
COUNSELING
JOHN JAY COLLEGE
445 WEST 59th STREET
NEW YORK, NY
10019

HERBERT FOSTER
ASST. PROF./HISTORY
SUNNY SIDE CAMPUS
COLLEGE OF STATEN ISLAND
715 OCEAN TERRACE
STATEN ISLAND, NY
10301

BRENDA M. FOULKS
FINANCIAL AID
STATE UNIVERSITY OF ALBANY
1400 WASHINGTON
ALBANY, NY
12222

PROF. SHIRLEY FOY
PROF./NURSING DEPARTMENT
NEW YORK CITY COMM. COLL.
300 JAY STREET
BROOKLYN, NY
11201

PROF. ANDERSON FRANKLIN
PSYCHOLOGY
CITY COLLEGE
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

JAMES FRAZIER
DIRECTOR OF SECURITY
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

DR. LAMONT FREEMAN
CLINICAL INSTR./PRIMARY CARE
SUNY/COLLEGE OF OPTOMETRY
100 EAST 24th STREET
NEW YORK, NY
10010

RICHARD FREEMAN
ASST. FINANCIAL AID EDUC. OFF.
HUDSON VALLEY COMM. COLLEGE
VANDENBURGH AVENUE
TROY, NY
12180

HAROLD FREEMAN, JR.
FORDHAM UNIVERSITY
EAST FORDHAM ROAD
NEW YORK, NY
10458

LORRAINE FU
ASSOC. PROF./MATH
PACE UNIVERSITY
PACE PLAZA
NEW YORK, NY
10038

PROF. ROSE FURCRON
NURSING DEPARTMENT
NASSAU COMMUNITY COLLEGE
GARDEN CITY, NY
11530

DOROTHY GAILLIARD
INSTRUCTOR/BUSINESS EDUCATION
EDUCATIONAL OPPORTUNITY CENTER
WASHINGTON AND FRONT STREETS
TROY, NY
12180

SYLVIA GAINES
CHILD CENTER CCEC
SUNY AT OLD WESTBURY
OLD WESTBURY, NY
11568

LENORE R. GALL
DIR./STUDENT PLACEMENT SVC.
PACE UNIV. GRAD. SCH. OF BU.
41 PARK ROW-ROOM 1305
NEW YORK, NY
10038

RICHARD GALLAWAY
ASST. PROF./STUDENT PERSONNEL
WESTCHESTER COMMUNITY COLLEGE
75 GRASSLANDS ROAD
VALHALLA, NY
10595

SYLVIA GALVARIN
FASHION INST. OF TECHNOLOGY
227 WEST 27th STREET
NEW YORK, NY
NEW YORK, NY
10001

EDWARD GARCIA
DEAN-ENGINEERING
SUNY AT FARMINGDALE
FARMINGDALE, NY
11735

HECTOR GARCIA
DIRECTOR/BILINGUAL
MERCY COLLEGE
555 BROADWAY
DOBBS FERRY, NY
10522

OFELIA GARCIA
BILINGUAL STUDIES
SUNY AT OLD WESTBURY, NY
11568

ZORA GARCIA
DATA ANALYSIS/REGISTRAR
LAGUARDIA COMMUNITY COLLEGE
31-10 THOMSON AVENUE
LONG ISLAND, NY
11101

JORGE GARCIA-GOMEZ
PROF./PHILOSOPHY, HUMANITIES
SOUTHAMPTON COLLEGE/LIU
SOUTHAMPTON, NY
11968

PROF. MILDRED GARCIA-MENDEZ
ACTING DEAN OF STUDENTS
HOSTOS COMMUNITY COLLEGE
475 GRAND CONCOURSE
BRONX, NY
10451

MRS. J. L. GASTON
MATHEMATICS
SUNY AT FARMINGDALE/EOC
352 FULTON AVENUE
HEMPSTEAD, NY
11550

PROF. RAY H. GAVIN
BIOLOGICAL SCIENCE
BROOKLYN COLLEGE
BEDFORD AVENUE & AVE. H
BROOKLYN, NY
11210

YVONNE GREER
LECTURER/COLLEGE DISCOVERY
COLLEGE OF STATEN ISLAND
715 OCEAN TERRACE
STATEN ISLAND, NY
10301

STEPHEN GERALD
DIRECTOR/HEOP
BARD COLLEGE
ANNANDALE-ON-HUDSON
NEW YORK, NY
12504

MS. PATRICIA L. GHOLSON
RECORDER L. I. UNIVERSITY
SOUTHAMPTON COLLEGE
SOUTHAMPTON, NY
11968

SALLY GITTENS
ASST. TO HEO/ADMISSIONS
YORK COLLEGE
150-14 JAMAICA AVENUE
JAMAICA, NY
11451

KENNETH G. GOODE
ASST. VICE PRESIDENT
SUNY AT GENESEO
ERVIN HALL
GENESEO, NY
14454

DONALD C. GRAHAM
ASSOC. PROF./FOOD SCIENCE
CORNELL UNIVERSITY
172 STOCKING HALL
ITHACA, NY
14853

PROF. MILDRED GREEN
PROFESSOR/MATHEMATICS
SUFFOLK COMMUNITY COLLEGE
533 COLLEGE ROAD
SELDEN, NY
11784

EDGAR GENTLES
FACILITIES MANAGER/D.L.A.R.
DOWNSTATE MEDICAL CENTER
450 CLARKSON AVENUE
BROOKLYN, NY
11203

SONIA GHALI
CLINICAL ASSOC. PROF.
NEW YORK UNIVERSITY
169-04 73rd AVENUE
FLUSHING, NY
11366

PROF. JEAN GILBERT
PROF./EDUCATION
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

PROF. DEBRA GOMEZ
SUNY AT ALBANY--UB94
1400 WASHINGTON AVENUE
ALBANY, NY
12222

DR. MARTIA GOODSON
BARUCH COLLEGE
BOX 294, 17 LEXINGTON AVENUE
NEW YORK, NY
10010

PAMELA GRANT
RES. DIRECTOR/616 DORMITORY
BERNARD COLLEGE
616 WEST 116th STREET
NEW YORK, NY
10027

MILAGROS GREENE
ASST. PROF./NURSING
LONG ISLAND UNIVERSITY
BROOKLYN, NY
11201

PROF. ARNOLD GENUS
PROFESSOR/LIBRARY SCIENCE
HOSTOS COMMUNITY COLLEGE
475 GRAND CONCOURSE
BRONX, NY
10451

PAMELA GHEE
EOF RECRUITMENT COUNSELOR
COLLEGE OF SAINT ELIZABETH
CONVENT STATION, NY
07961

ELEANOR GITTENS
ASST PROF./COOP. EDU.
LAGUARDIA COMMUNITY COLL.
31-10 THOMSON AVENUE
LONG ISLAND, NY
11101

MARIA A. GOMEZ
ASST PROF./MODERN LANGUAGE
WESTCHESTER COMM. COLL.
75 GRASSLAND ROAD
VALHALLA, NY
10595

MR. HOWARD GORDON
COUNSELOR/SPECIAL PROGRAMS
STATE UNIVERSITY COLLEGE
RICH HALL 14
OSWEGO, NY
13126

MR. MARCUS GRAY
ASST. PROF./MONTARY SCIENCE
SUNY AT FARMINGDALE
FARMINGDALE, NY
11735

ELEANOR GREIG
PROGRAM ASSOCIATE
BANK ST. COLLEGE OF ED.
610 WEST 112th STREET
NEW YORK, NY
10025

MARY GRESHAM
TUTORIAL COORDINATOR
SUNY AT BUFFALO
3435 MAIN STREET
BUFFALO, NY
14214

MS. LINDA GRIMES
ASST. DIRECTOR/ADMISSIONS
SUNY-BINGHAMTON
VESTAL PARKWAY EAST
BINGHAMTON, NY
13901

JEANINE GRINAGE
DIR./HEOP-STUDENT AFFAIRS
RUSSELL SAGE COLLEGE
TROY, NY
12180

ANGELA GRIZZLE
CRNA/ANESTHESIOLOGY
DOWNSTATE MEDICAL CENTER
450 LENOX ROAD
BROOKLYN, NY
11203

DR. JORGE M. GUITART
ASSOC. PROF./MODERN LANGS.
SUNY AT BUFFALO
BUFFALO, NY
14260

ELEANOR HACKETT
FINANCIAL CO-ORDINATOR
WESTCHESTER COMMUNITY COLLEGE
75 GRASSLANDS ROAD
VALHALLA, NY
10595

KANJI HAITANI
PROF./ECONOMICS & BUSINESS
SUNY/COLLEGE AT FREDONIA
THOMPSON HALL
FREDONIA, NY
14063

PROF. ROBERTA HAITH
ASST. PROF./COSMETOLOGY
EDUCATIONAL OPPORTUNITY CENTER
WASHINGTON & FRONT STREET
TROY, NY
12180

PROF. ALTHEA HALL
INSTRUCTOR/ELEM. EDUCATION
SUNY-NEW PALTZ
OMB 205
NEW PALTZ, NY
12562

GLORIA HALL
VICE CHANCELLOR'S OFFICE
CUNY/BOARD OF HIGHER EDUCATION
535 EAST 80th STREET
NEW YORK, NY
10021

PROF. JAMES C. HALL, JR
DEAN-ADULT/CONT. EDUCATION
YORK COLLEGE
150-14 JAMAICA AVENUE
JAMAICA, NY
11451

PROF. CHARLES V. HAMILTON
COLUMBIA UNIVERSITY
729 SIA
NEW YORK, NY
10027

DONNA HAMILTON
DEPT. OF SOCIAL WORK
ADELPHI UNIVERSITY
GARDEN CITY, NY
11430

PROF. HARRY HAMILTON
CHAIRMAN/ATMOSPHERIC SCIENCE
SUNY AT ALBANY
1400 WASHINGTON AVENUE
ALBANY, NY
12222

MR. WILLIE A. HAMMET
ASST. V.P./STUDENT AFFAIRS
HUDSON VALLEY COMM. COLLEGE
VANDENBURGE AVENUE
TROY, NY
12180

MARK HANNA, JR.
ASST. PROF./RESP. THER.
WESTCHESTER COMMUNITY COLLEGE
75 GRASSLAND ROAD
VALHALLA, NY
10595

CLEMENT F. HAPEMAN
CHAIRMAN-SOC./ANT. DEPT.
MONROE COMMUNITY COLLEGE
1000 EAST HENRIETTA ROAD
ROCHESTER, NY
14610

DENISE HARPER
TEACHER OF DANCE/THEATER,
ARTS
NEW YORK UNIVERSITY
40 EAST 7th STREET
NEW YORK, NY
10003

PROF. RICHARD HARPER
PROFESSOR OF MUSIC
SUNY AT OLD WESTBURY
OLD WESTBURY, NY
11568

DR. CARL HARRIS
N.Y. COLL. OF PODIATRIC MED.
55 EAST 124th STREET
NEW YORK, NY
10035

PROF. DEBORAH HARRIS
PROFESSOR/HUMAN SERVICES
MEDGAR EVERS COLLEGE
1150 CARROLL STREET
BROOKLYN, NY
11225

GWENDOLYN HARRIS
DIRECTOR/SPECIAL PROGRAMS
WAGNER COLLEGE
STATEN ISLAND, NY
10301

PROF. HENRY T. HARRIS
PROFESSOR/MATHEMATICS
COLLEGE OF STATEN ISLAND
130 STUYVESANT PLACE
STATEN ISLAND, NY
10301

JOSEPH R. HARRIS
DIR./SPECIAL PROGRAMS OFF.
CITY UNIVERSITY OF NEW YORK
535 EAST 80th STREET
NEW YORK, NY
10021

ROBERT L. HARRIS, JR.
ASST. PROF./AFRICANA STUDY
CORNELL UNIVERSITY
310 TRIPHAMMER ROAD
ITHACA, NY
14850

BEVERLY HARRISON
ASST. TO THE PRESIDENT
CUNY AT STONY BROOK
NEW YORK, NY
11790

PROF. BOBBIE HARRISON
PROF./NURSING
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

MARLENE HARVEY
ASST. PROF./NURSING
LONG ISLAND UNIVERSITY
BROOKLYN, NY
11201

DR. WILLIAM HARVEY
SUNY AT STONY BROOK
LIBRARY 3320
LONG ISLAND, NY
11794

PEGGY HARVEY-LEE
CAREER COUNSELOR/DEV. STUDI
MONROE COMMUNITY COLLEGE
1000 EAST HENRIETTA ROAD
ROCHESTER, NY
14623

PROF. DONNA M. HATCHETTE
PROFESSOR/READING SPECIALIST
MEDGAR EVERS COLLEGE
1150 CARROLL STREET
BROOKLYN, NY
11225

PROF. MARGARET HAYES
MANHATTAN COMMUNITY COLLEGE
1633 BORADWAY
NEW YORK, NY
10019

MARGARET HAYES
RECRUIT./MIN. SHCL.
630 WEST 168th STREET
NEW YORK, NY
10032

PROF. ROSE HAYNES
PROF./DENTAL LABORATORY TECH.
NEW YORK CITY COMM. COLLEGE
300 JAY STREET
BROOKLYN, NY
11201

DR. DAYANAND B. HEDGE
ASST. PROF./SURGERY-ASSOC. CHIEF
KINGS COUNTY-DOWNSTATE MED. CT
451 CLARKSON AVENUE
BROOKLYN, NY
11203

ROLAND A. HENCE
COLUMBIA UNIVERSITY
560 RIVERSIDE DRIVE/APT. 11
NEW YORK, NY
10027

PROF. ILONA HENDERSON
PROF./SPECIAL PROGRAMS
CITY COLLEGE
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

ALBERT G. HENRIQUES
EDUCATION FACILITIES PLANNER
HOSTOS COMMUNITY COLLEGE
475 GRAND CONCOURSE
BRONX, NY
10451

PAULA HENRY
ACQUISITIONS LIBRARIAN
SUNY AT GENESEO
GENESEO, NY
14454

SAM HENRY
DIRECTOR-R.D.A.C.
COLUMBIA UNIV./TEACHER COLLEGE
BX 520, WEST 120th STREET
NEW YORK, NY
10027

MR. TOMAS HERNANDEZ
DIRECTOR/C.E.T.A.
UNION THEOLOGICAL SEMINARY
3041 BORADWAY
NEW YORK, NY
10027

JUAN HERNANDEZ-CRUZ
INSTRUCTOR/PUERTO RICAN STU
BROOKLYN COLLEGE
BEDFORD AVENUE & AVE H
BROOKLYN, NY
11210

LLEWELLYN HEROD
TECHNICAL SPECIALIST
DOWNSTATE MEDICAL CENTER
450 CLARKSON AVENUE
BROOKLYN, NY
11203

DAN HESTER
COUNSELING/PSYCHOLOGY
SUNY AT OLD WESTBURY
OLD WESTURY, NY
11568

SUSAN HEYWARD
ASST. DIR./SPECIAL PROGRAMS
STATE UNIV. COLLEGE/POTSDAM
POTSDAM, NY
13676

MR. ERROL HIBBERT
DIRE./STUDENT SERVICES-HEOP
N.Y. INSTITUTE OF TECHNOLOGY
1855 BROADWAY
NEW YORK, NY
10023

JANET HIBBERT
TECH. SPECIALIST/PHYSIOLOGY
DOWNSTATE MEDICAL CENTER
450 CLARKSON AVENUE
BROOKLYN, NY
11203

RENARDO L. HICKS
ASST. DIR./ADMISSION OFF.
HAMILTON COLLEGE
CLINTON, NY
13323

PROF. ALEXANDER HICKSON
340 WEST 87th STREET
NEW YORK, NY
10024

PROF. CARL HIGH
PROF./ACCOUNTING DEPARTMENT
NEW YORK CITY COMM. COLLEGE
300 JAY STREET
BROOKLYN, NY
11201

PROF. OTIS HILL
PROF./LABOR-EDUCATION RELAT
KINGSBOROUGH COMM. COLLEGE
2001 ORIENTAL BOULEVARD
BROOKLYN, NY
11235

MR. ROGER HINDS
ST. FRANCIS COLLEGE
180 REMSEN STREET
BROOKLYN, NY
11201

PROF. VIRA HINDS
PROFESSOR/LIBRARY
CITY COLLEGE OF NEW YORK
135th STREET & CONVENT AVENUE
NEW YORK, NY
10011

HON HO
PROFESSOR/BIOLOGY
STATE UNIVERSITY OF NEW YORK
NEW PALTZ, NY
12561

WEI HO
ASST. PROFESSOR/GRAPHIC ARTS
NEW YORK CITY TECH. COLLEGE
300 JAY STREET
BROOKLYN, NY
11201

PROF. WEI LIANG HO
ASST. PROFESSOR/GRAPHIC ARTS
NEW YORK CITY COMM. COLLEGE
300 JAY STREET
BROOKLYN, NY
11201

GLORIA HOBBS
ASSOCIATE DEAN OF STUDENTS
BRONX COMMUNITY COLLEGE
WEST 181st STREET UNIV. AVE
BRONX, NY
10453

DR. DAVID HODGES
ASSOC. PROF./EDUCATIONAL FOUND.
HUNTER COLLEGE
695 PARK AVENUE
NEW YORK, NY
10021

MRS. JOHNNIE HODGES
ASSIT. PROF./SECRETARIAL SCI.
ERIE COMMUNITY COLLEGE
1309 MAIN STREET
BUFFALO, NY
14209

PROF. CALVIN B. HOLDER
PROF./AFRO-AMERICAN HIS.
COLLEGE OF STATEN ISLAND
130 STUYVESANT PLACE
STATEN ISLAND, NY
10301

IVORY HOLMES
SOCIAL WORK
ADELPHI UNIVERSITY
GARDEN CITY, NY
11530

DR. OLIVIA HOOKER
ASSOC. PROF./PSYCHOLOGY
FORDHAM UNIVERSITY
EAST FORDHAM ROAD/DEALY HALL
BRONX, NY
10458

MONICA HOPE
COUNSELOR
EDUCATIONAL OPPOR. CENTER
30 RUSSELL RD. WESTGATE CTR.
ALBANY, NY
12206

THOMAS J. HOPKINS
ASST. PROF./POLICY ANALYSIS
FORDHAM UNIVERSITY
113 WEST 60th STREET
NEW YORK, NY
10023

PROF. WILLIAM R. HOPKINS
PROFESSOR/SPECIAL PROGRAMS
QUEENS COLLEGE
65-30 KISSENA BOULEVARD
FLUSHING, NY
11367

PROF. ANN J. HORTON
PROFESSOR/NURSING EDUCATION
PASSAIC COUNTY COMM. COLL.
155 FERRIS AVENUE
WHITE PLAINS, NY
10603

JOHN HOWARD
DEAN & PROFESSOR
DIVISION OF SOCIAL SCI.
SUNY COLLEGE AT PURCHASE
LINCOLN AVENUE
PURCHASE, NY
10552

JOHN R. HOWARD
ASST. V.P./ACADEMIC AFFAIRS
PROF. SOCIOLOGY
STATE UNIVERSITY OF NEW YORK
PURCHASE, NY
10577

WILLIAM C. HOWARD
TECHNICAL SPECIALIST/PSYCH.
DOWNSTATE MEDICAL CENTER
450 CLARKSON AVENUE
BROOKLYN, NY
11203

MS. GLYNORA HOWE
UNIV. PLACEMENT/CAREER SERV.
COLUMBIA UNIVERSITY
205 EAST
NEW YORK, NY
10027

PRO. ROBERT HOYTE
PROFESSOR/CHEMISTRY & PHYSICS
SUNY AT OLD WESTBURY
OLD WESTBURY, NY
11568

ROBERT HSU
PROFESSOR/BIOCHEMISTRY
SUNY/UPSTATE MEDICAL CENTER
766 IRVING AVENUE
SYRACUSE, NY
13210

MR. CHUNG-KAI HUANG
DIR./HEALTH SCIENCES LIBRARY
SUNY AT BUFFALO
MAIN STREET CAMPUS
BUFFALO, NY
14214

DR. SUE-RONG HUANG
420 MADISON STREET
WEST HEMPSTEAD, NY
11552

BETTIE M. HUBBARD
AFFIRMATIVE ACTION OFFICER
ONONDAGA COMMUNITY COLLEGE
SYRACUSE, NY
13215

FRANCES B. HUBBARD
ASSOC. DIRECTOR/FIELD EDUCATION
CITY COLLEGE
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

PROF. WILLIAM HUBBARD
CHAIRPERSON/SECRETARIAL SCI.
NASSAU COMMUNITY COLLEGE
GARDEN CITY, NY
11530

PROF. LEWIS HUGHES
ACCT.
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

JOHN HUNT
PROF./EDUCATION
STATE UNIVERSITY OF NEW YORK
COLLEGE OF ARTS & SCIENCE
PLATTSBURGH, NY
12901

JUANITA HUNTER
ASST. PROF./NURSING
STATE UNIV. NEW YORK BUFFALO
3435 MAIN STREET
BUFFALO, NY
14214

PROF. TRAN HUU DUNG
ASSISTANT PROF./ECONOMICS
CLARKSON COLLEGE
POTSDAM, NY
13676

PROF. NADER IBRAHIM
ASSISTANT PROF./MEDICINE
NEW YORK MEDICAL COLLEGE
VALHALLA, NY

MR. ALBERT IMOHIOSEN
350 WEST 47th STREET, APT3C
NEW YORK, NY
10036

ALBERT IMOHIOSEN
LECTURER/URBAN AFFAIRS
350 WEST 47th STREET
NEW YORK, NY
10036

DR. ISA INFANTE
ASSO. DEAN
LABOR STUDIES
STATE UNIVERSITY OF NEW YORK
330 WEST 42nd STREET, 4th FL.
NEW YORK, NY
10036

PROF. KATSUKI ITO
ASSOC. PROF./SUGERY
NEW YORK MEDICAL COLLEGE
SURGICAL DEPT./MINGER PAVILLION
VALHALLA, NY
10595

MR. GLENN IZUTSU
FACULTY & STAFF RELATIONS
CUNY BOARD OF HIGHER EDUCATION
535 EAST 80th STREET
NEW YORK, NY
10021

ANNE B. JACKSON
PROFESSOR/NURSING
BRONX COMMUNITY COLLEGE
181ST STREET & UNIVERISTY AVE.
BRONX, NY
10453

JOSEPH JACKSON
CITY UNIVERSITY-LEHMAN COLLEGE
BEDFORD PARK BOULEVARD WEST
BRONX, NY
10468

LOUISE G. JAMES
ASST PROFESSOR/NURSING
KINGSBOROUGH COMM. COLLEGE
2001 ORIENTAL BOULEVARD
BROOKLYN, NY
11235

PH.D JOE JAVIKIN
PROF. OF CHEMISTRY
CORNING COMMUNITY COLLEGE
CRONING, NY
14830

REGINALD K. INGRAM, JR.
DIRECTOR/MID ATLANTIC REG. OFF.
CORNELL UNIVERSITY
REGIONAL OFFICES-PUBLIC AFFAIR
ITHACA, NY
14853

MS. MARIA C. ITURRATE
EOP DIRECTOR/STUDENT AFFAIRS
SUNY AT FARMINGDALE
FARMINGDALE, NY
11735

LUCIA JACK
LIBRARIAN
BANK STREET COLLEGE
610 WEST 112th STREET
NEW YORK, NY
10025

GREGORY JACKSON
RADIOLOGICAL TECH. SPECIALIST
DOWNSTATE MEDICAL CENTER
450 CLARKSON AVENUE
BROOKLYN, NY
11226

MR. ROBIN JACOBS-YANTHIS
ACTING DIRECTOR/HEOP
RUSSELL SAGE COLLEGE
45 FERRY STREET
TROY, NY
12180

MARCIA JAMES
DIR./PERSONNEL SERVICES-NURSING
STATE UNIVERSITY HOSPITAL/SUNY
750 EAST ADAMS STREET
SYRACUSE, NY
13210

MR. R. JAYATILLEBE
ASST PROF/LIBRARY
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

PROF. ANDERSON IONA
SPECIAL PROGRAMS
MEDGAR EVERS COLLEGE
1150 CARROLL STREET
BROOKLYN, NY
11225

HORACE IVEY
ASSOC. PROF.-DIR./SOCIAL WOF
SUNY/UPSTATE MEDICAL CENTER
750 EAST ADAMS STREET
SYRACUSE, NY
13210

ACY L. JACKSON
DIRECTOR/CAREER PLANNING CTF
COLGATE UNIVERSITY
HAMILTON, NY
13346

JACQUELINE JACKSON
DIRECTOR/PERSONNEL-AA OFF.
MEDGAR EVERS COLLEGE
1150 CARROLL STREET
BROOKLYN, NY
11225

PROF. FLORITA M. JAMES
PROFESSOR
ADIRONDACK COMMUNITY COLLEGE
GLENS FALLS, NY
12801

PROF. MARQUITA JAMES
PROF./HISTORY
NASSAU COMMUNITY COLLEGE
GARDEN CITY, NY
11530

MARCIA JEFFERSON
LIBRARY
SUFFOLK COMMUNITY COLLEGE
SELDAN CAMPUS
533 COLLEGE ROAD
SELDEN, NY
11784

PROF. KEN JEMKINS
 PROF./AFRO-AMERICAN STUDIES
 NASSAU COMMUNITY COLLEGE
 GARDEN CITY, NY
 11530

ADELBERT JENKINS
 ASSOC. PROF./PSYCH.
 NEW YORK UNIVERSITY
 10 WASHINGTON PLACE
 NEW YORK, NY
 10003

ELIZABETH JENKINS
 COUNSELOR/HEOP
 MOLLOY COLLEGE
 100 HEMPSTEAD AVENUE
 ROCKVILLE CENTRE, NY
 11570

LEE JENKINS
 ASST. PROF./ENGLISH
 JOHN JAY COLLEGE
 445 WEST 59th STREET
 NEW YORK, NY
 10025

PROF. MARVA JENKINS
 PROF./SPECIAL PROGRAMS
 QUEENS COLLEGE
 65-30 KISSENA BOULEVARD
 FLUSHING, NY
 11367

WILLS S. JERVIER
 ASST. PROF./SOCIAL SCIENCE
 ERIE COMMUNITY COLLEGE
 MAIN & YOUNG ROAD
 BUFFALO, NY
 14221

JOAQUIN JIMENEZ, JR.
 DIRECTOR/FINANCIAL AID. & PL.
 ORANGE COUNTY COMM. COLLEGE
 115 SOUTH STREET
 MIDDLETOWN, NY
 10940

CARRIE JOHNSON
 ASSISTANT DIRECTOR/EOP
 STATE UNIVERSITY COLLEGE
 1300 ELMWOOD AVENUE
 BUFFALO, NY
 14222

ELIZABETH P. JOHNSON
 DIRECTOR OF ADMISSIONS
 ORANGE COUNTY COMM. COLLEGE
 115 SOUTH STREET
 MIDDLETOWN, NY
 10940

PROF. HOWARD JOHNSON
 PROF./SOCIOLOGY DEPARTMENT
 STATE UNIVERSITY COLLEGE
 NEW PALTZ, NY
 12562

JACQUELINE D. JOHNSON
 MINORITY STUDENT RECRUITMENT
 SUNY AT ALBANY--AD 145
 1400 WASHINGTON AVENUE
 ALBANY, NY
 12222

KENNETH L. JOHNSON
 ASSOC. DIR./OFFICE MIN. AFF.
 NEW YORK MEDICAL COLLEGE
 1901 FIRST AVENUE, SUITE 16-
 NEW YORK, NY
 10029

MS. MARILYN JOHNSON
 ASST PROFESSOR/NURSING
 ERIE COMMUNITY COLLEGE-NORTH
 MAIN STREET AND YOUNGS ROAD
 BUFFALO, NY
 14221

RUTH JOHNSON
 ASST. PROF./SCH. OF NURSING
 COLLEGE OF NEW ROCHELLE
 29 CASTLE PLACE
 NEW ROCHELLE, NY
 10801

PROF. SAMUEL JOHNSON
 PROF./PSYCHOLOGY & EDUCATION
 COLUMBIA UNIV./TEACHER COLL
 520 WEST 120th STREET
 NEW YORK, NY
 10027

PROF. SCOTT JOHNSON
 PROF./WRITING & LITERATURE
 SUFFOLK COMMUNITY COLLEGE
 CROOKED HILL ROAD, WEST CAMPUS
 BRENTWOOD, NY
 11717

CLEVELAND JOHNSON, JR.
 EXECUTIVE ASST. TO PRESIDENT
 SUNY AT FARMINGDALE
 OFFICE OF THE PRESIDENT
 FARMINGDALE, NY
 11794

JACOB A. JOHNSON, JR.
 ASST DIRECTOR/STATE PROGRAMS
 CORNELL UNIVERSITY
 227 DAY HALL
 ITHACA, NY
 14850

PROF. LUTHER JOHNSON, JR.
 DEAN OF ADMINISTRATION
 NEW YORK CITY TECH. COLLEGE
 300 JAY STREET
 BROOKLYN, NY
 11201

PROF. BEATRICE L. JONES
 PROF/NURSING
 SUNY AT STONY BROOK
 175 FULTON STREET
 NORTH BABYLON, NY
 11704

DIATRA A. JONES
 COORDINATOR/JOB DEVELOPMENT
 YORK COLLEGE
 150-14 JAMAICA AVENUE
 JAMAICA, NY
 11451

EDDIE JONES
COUNSELOR/H.E.O.P.
NEW YORK UNIVERSITY
547 LAGUARDIA PLACE
NEW YORK, NY
10012

PROF. EVELYN D. JONES
PROF./FOOD SER. ADMIN.
AGRI. TECH. COLLEGE/SUNY
COBLESKILL, NY
12043

HERBERT H. JONES
ASSISTANT PROF./HISTORY
SUNY AT FARMINGDALE EOC.
HOOPER HALL
FARMINGDALE, NY
11735

PROF. JAMES JONES
PROF./SOCIAL WORK
COLUMBIA UNIVERSITY
611 MCVICKAR
NEW YORK, NY
10027

MS. JANIS JONES
INSTRUCTOR/DEVELOPMENTAL SKILL
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

JEWELLE V. JONES
ASST. PROF./HUMAN SERVICES
MONROE COMMUNITY COLLEGE
1000 EAST HENRIETTA ROAD
ROCHESTER, NY
14623

LARRY JONES
TUTOR/COUNSELOR-DEO
SUNY-COLLEGE AT PURCHASE
PURCHASE, NY
10577

MARY JONES
ASST. DIR./LIBRARY SERVICES
SUNY-CENTRAL ADM.
STATE UNIVERSITY PLAZA
ALBANY, NY
12246

DR. ALDUSTUS E. JORDAN
ASSOC. DEAN/SCHOOL OF MEDIC
SUNY AT STONY BROOK
HSC 5L ROOM 047
STONY BROOK, NY
11794

PROF. CATHERINE JORDAN
ASST PROF./BUSINESS
EDUCATION OPPORTUNITY CENTER
30 RUSSELL ROAD
ALBANY, NY
12206

ROBERT JORDAN
ASSOCIATE PROFESSOR/MUSIC
SUNY-FREDONIA
FREDONIZ, NY
14063

BHAIRAV JOSHI
CHEMISTRY & COMPUTER SCIENCE
STATE UNIVERSITY COLLEGE
GREENE/136A
GENESEO, NY
14454

PROF. JANICE R. JOY
PROFESSOR
CITY COLLEGE
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

FRANCES JULTY
BANK STREET COLLEGE OF EDUC.
610 WEST 112th STREET
NEW YORK, NY
10025

MRS. WINIFRED G. KAGWA
LECTURER/SSW
HUNTER COLLEGE, CUNY
129 EAST 79th STREET
NEW YORK, NY
10021

PROF. FREDERICK KAKUMA
PROFESSOR/ECONOMICS & FINANCE
HUDSON VALLEY COMM. COLLEGE
VANDENBURGH AVENUE
TROY, NY
12180

FREDERICK KAO
PROFESSOR/PHYSIOLOGY
SUNY-DOWNSTATE MEDICAL CENTER
450 CLARKSON AVENUE
BROOKLYN, NY
11203

AUGUSTA KAPPNER
LAGUARDIA COMMUNITY COLLEGE
31-10 THOMSON AVENUE
LONG ISLAND, NY
11101

RATNA KARMAKAR
ADJUNT LECTURER/ECONOMICS
COLLEGE AT PURCHASE/SUNY
PURCHASE, NY
10577

DR. KATSUSHIGE KAZAOKA
PROFESSOR/PSYCHOLOGY
LONG ISLAND UNIV./BROOKLYN CTR
210 WEST 70th STREET
NEW YORK, NY
10023

MS. DOROTHY L. KEHL
EDUCATIONAL SERVICES
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

PROF. DON QUINN KELLY
SOCIAL SCIENCE
MEDGAR EVERS COLLEGE
1150 CARROLL STREET
BROOKLYN, NY
11225

SHIRLEY KENDALL
COUNSELOR/E.O.P.
SUNY ONEONTA
ONEONTA, NY
13820

ABDUL KHALDUN
ASSISTANT COUNSELOR/ADM.
EMPIRE STATE COLLEGE
216 WEST 14th STREET
NEW YORK, NY
10011

FERN KHAN
LAGUARDIA COMMUNITY COLLEGE
31-10 THOMSON AVENUE
LONG ISLAND, NY
11101

BISHUN KHARE
SENIOR RESEARCH ASSOCIATE
CORNELL UNIVERSITY
306 SPACE SCIENCE
ITHACA, NY
14853

FAQIR KHOKHAR
ASSISTANT REGISTRAR
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

MYUNGHWAN KIM
PROF./ELECTRICAL ENGINEERING
CORNELL UNIVERSITY
408 PHILLIPS HALL
ITHACA, NY
14853

DEBORAH KIMBROUGH
COUNSELOR/STUDENT AFFAIRS
SUNY AT FARMINGDALE
FARMINGDALE, NY
11735

LEYLAND KING
ASSISTANT DIRECTOR/ADMISSIONS
RENSSELAER POLYTECHNIC INST
STUDENT AFFAIRS CENTER
TROY, NY
12182

PROF. KAMUTI KITEME
PROF./AFRICA CULTURES IN TRANSIT
CITY COLLEGE/CUNY
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

PROF. ESMAY KLYVERT
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

PROF. ERNEST KNIGHT
HOSTOS COMMUNITY COLLEGE
475 GRAND CONCOURSE
BRONX, NY
10451

DR. DOROTHY H. KNOX
CHAIRPERSON/HEALTH SCIENCE
SUNY AT STONY BROOK
HEALTH SERVICES CENTER
STONY BROOK, NY
11794

KIYOMI KOIZUMI
PROFESSOR/PHYSIOLOGY
SUNY/DOWNSTATE MED. CNTR.
450 CLARKSON AVENUE
BROOKLYN, NY
11230

W. OFUATEY-KODJOE
PROF./POLITICAL SCIENCE
QUEENS COLLEGE
65-30 KISSENA BOULEVARD
FLUSHING, NY
11367

CORITA KONG
DOCTOR/HISTORY
SUFFOLK COUNTY COMM. COLLEGE
533 COLLEGE ROAD
SELDEN, NY
11784

MR. JOSE KOZER
ROMANCE LANGUAGE
QUEENS COLLEGE
65-30 KISSENA BOULEVARD
FLUSHING, NY
11367

SHIRIKI KUMANYIKA
NUTRITIONAL SCIENCE
CORNELL UNIVERSITY
257 MVR
ITHACA, NY
14857

PROF. ARCHIE L. LACEY
LEHMAN COLLEGE
BEDFORD PARK BOULEVARD WEST
BRONX, NY
10468

JOYCE LADNER
HUNTER COLLEGE
695 PARK AVENUE
NEW YORK, NY
10027

PROF. PERCY LAMBERT
ASST. PROF./BUSINESS MANAGEMENT
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

PROF. DIANE LANIER
ADJUNCT ENGLISH INSTRUCTOR
PACE UNIVERSITY
PACE PLAZA
NEW YORK, NY
10009

LEONOR A. LAREW
PROFESSOR/FOREIGN LANGUAGES
STATE UNIVERSITY COLLEGE
BLAKE D-214
GENESEO, NY
14454

PROF. R. LARSEN
PROFESSOR/AGRICULTURE
SUNY AT FARMINGDALE
FARMINGDALE, NY
11735

MS. SYBIL LASSITER
ASSISTANT PROFESSOR/NURSING
ADELPHI UNIVERSITY
GARDEN CITY, NY
11530

REGINALDO LAUZON
ASST. PROF./MEDICAL TECH.
UPSTATE MEDICAL CENTER
766 IRVING AVENUE
SYRACUSE, NY
13210

MS. ALLYSON LAVELLE
LAGUARDIA COMMUNITY COLLEGE
31-10 THOMSON AVENUE
LONG ISLAND, NY
11101

PROF. ANDERSON LAWRENCE
PROFESSOR
NEW YORK CITY COMM. COLL.
300 JAY STREET
BROOKLYN, NY
11201

ADELAIDE LEE
DIR./EDUCATIONAL OPP. PROGRAM
SUNY AT NEW PALTZ
NEW PALTZ, NY
12561

BEATRICE LEE
35 APPLEFIELD DRIVE
EAST AMHERST, NY
14221

CY LEE
ASSOC. PROF./FOOD SCIENCE TECH.
CORNELL UNIVERSITY
GENEVA, NY
14456

DIANA Y. LEE
ASSISTANT PROFESSOR
WESTCHESTER COMMUNITY COLLEGE
75 GRASSLANDS, ROAD
VALHALLA, NY
10595

PROF. KERMIT LEE
PROFESSOR/ARCHITECTURE
SYRACUSE UNIVERSITY
102A SLOCUM HALL
SYRACUSE, NY
13210

PROF. ROBERT LEE
ASSOC. PROF./HISTORY
SUNY AT STONY BROOK
11 FAIRWAY DRIVE
PORT JEFFERSON, NY
11777

RONALD A. LEE
PROFESSOR/BUS. ADMIN. MGMT.
ERIE COMMUNITY COLLEGE
MAIN & YOUNGS ROAD
WILLIAMSVILLE, NY
14221

SPRINIVASA G. LEELAMMA
PROFESSOR/MATHEMATICS
SUNY/COLLEGE AT GENESEO
GENESEO, NY
14454

DR. AMOL S. LELE
ASST. PROFESSOR/OBGYN
CHILDREN'S HOSPITAL OF BUFFALO
130 HODGE AVENUE
BUFFALO, NY
14222

PROF. LUIS LEON
PROF./LATIN AMERICAN LITERATURE
41 LIBERTY AVENUE
NORTH BABYLON, NY
11703

MR. ALSTON LESTER
PSYCHOLOGY CHILD DEVELOPMENT
BARUCH COLLEGE
17 LEXINGTON AVENUE
NEW YORK, NY
10010

PROF. MICHAEL LEUNG
PROFESSOR/CHEMISTRY
SUNY AT OLD WESTBURY
OLD WESTBURY, NY
11568

MRS. HERMINE D. LEWIS
ASST. PROF./ENG. LANG. STUDIES
SUNY AT OLD WESTBURY
P. O. BOX 210
OLD WESTBURY, NY
11568

PROF. MARION LEWIS
PROF./SCHOOL OF NURSING
SUNY AT STONY BROOK
HEALTH SCIENCES CENTER
LONG ISLAND, NY
11794

PROF. HARRISON LIGHTFOOT
DIR./COMMUNITY PLANNING CCHP
NEW YORK MEDICAL COLLEGE/CCHP
163 EAST 97th STREET
NEW YORK, NY
10029

SHIRLEY LIM
ASSOCIATE PROFESSOR/ENGLISH
WESTCHESTER COMMUNITY COLLEGE
75 GRASSLANDS ROAD
VALHALLA, NY
10595

AGNES LIN
HEAD-CATALOGING DEPT./LIBR.
NEW YORK INS. OF TECHNOLOGY
OLD WESTBURY, NY
11568

NAN LIN
PROF. & CHAIRPERSON/SOCIOLOGY
SUNY AT ALBANY
ALBANY, NY
12222

PROF. SUNG LIN
MECHANICAL & INDUSTRIAL
CLARKSON COLLEGE
ENGINEERING DEPARTMENT
POTSDAM, NY
13676

MR. WILLIAM LINDSEY
ASSISTANT PROFESSOR/SOCIOLOGY
MERCY COLLEGE
555 BROADWAY
DOBBS FERRY, NY
10522

CECILIA LINZIE
BUSINESS MANAGER
HOSTOS COMMUNITY COLLEGE
475 GRAND CONCOURSE
BRONX, NY
10451

PROF. JOHN LITTLE
PROFESSOR/PERSONNEL SERVICES
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

DT. CHIN-HSIN LIU
RESEARCH ASSISTANT PROFESSOR
STATE UNIVERSITY OF NEW YORK
170 ACHESON HALL
BUFFALO, NY
14214

FU-WEN LIU
ASSOCIATE PROFESSOR/POMOLOGY
CORNELL UNIVERSITY
ITHACA, NY
14853

H. Z. LIU
PROF./BIOLOGICAL SCIENCES
STATE UNIVERSITY COLLEGE
PLATTSBURGH, NY
12901

PROF. CHARLES I LLOYD
PROFESSOR/SPECIAL PROGRAMS
QUEENS COLLEGE
65-30 KISSENA BOULEVARD
FLUSHING, NY
11367

MR. WILLIAM LOBBINS
ASSOC. DIRECTOR/URBAN AFFAIRS
SUNY AT BUFFALO
19 DIEFENDORF ANNEX
3435 MAIN STREET
BUFFALO, NY
14214

DR. HARLAN LONDON
ASST. PROF./CHILD & FAMILY
SYRACUSE UNIVERSITY
744 OSTROM AVENUE
SYRACUSE, NY
13210

MR. DIEGO LOPEZ
HUNTER COLLEGE
695 PARK AVENUE
NEW YORK, NY
10021

DR. RALPH LOPEZ
CORNELL UNIV. MEDICAL COLLEGE
1300 YORK AVENUE, ROOM N-834
NEW YORK, NY
10021

PROF. SERGIO LOPEZ
PROFESSOR/MATHEMATICS
BEDFORD AVENUE & AVENUE M
BROOKLYN, NY
11210

AUDRE LORDE
PROFESSOR/ENGLISH
JOHN JAY COLLEGE-CUNY
445 WEST 59th STREET
NEW YORK, NY
10019

W. P. LOVETT
COUNSELOR/E.O.C.
SUNY AT FARMINDALE
FARMINDALE, NY
11735

PROF. LINZ LOWRY
ASSOCIATE PROFESSOR/LIBRARY
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

MS. RUTH LUGO-ALVAREZ
QUAD DIRECTOR/RESIDENCE LIFE
STATE UNIV./NY AT STONY BROOK
H. QUAD/BENEDICT COLLEGE
STONY BROOK, NY
11794

PROF. JAMES LUM
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

PROF. ARLINE LYLE
PROFESSOR
HUDSON VALLEY COMM. COLLEGE
VANDENBURGH AVENUE
TROY, NY
12180

LORRAINE LYN
RESEARCH ANALYST DEVELOPMENT
1 PACE PLAZA
NEW YORK, NY
10038

CHARLES LYNCH
ASSOCIATE PROFESSOR/ENGLISH
CENTER FOR LABOR STUDIES
EMPIRE STATE COLLEGE
330 WEST 42nd STREET
NEW YORK, NY
10036

PROF. M. LYNCH
EDUCATIONAL SERVICES
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

GEORGE H. MAGINLEY
DIRECTOR/AFFIRMATIVE ACTION
CITY UNIVERSITY OF NEW YORK
535 EAST 80th STREET
NEW YORK, NY
10021

MR. HERBERT MALAMUD
MEDICAL PHYSICS
30 WEDGEWOOD
WESTBURY, NY
11590

RITA M. MALDONADO-BEAR
ASSOC. PROFESSOR/FINANCE & ECO.
NEW YORK UNIVERSITY
100 TRINITY PLACE
NEW YORK, NY
10006

SHAHBAZ K. MALICK
ASSOCIATE PROFESSOR/EDUCATION
SUNY AT NEW PALTZ
NEW PALTZ, NY
12561

CAROLYN MALONE
LECTURER/EOC
SUNY AT E.O.C.
465 WASHINGTON STREET
BUFFALO, NY
14203

JAMES A. MALONE
DEAN OF STUDENTS
JOHN JAY COLLEGE
445 WEST 59th STREET
NEW YORK, NY
10019

RUBIE MALONE
SEEK DEPARTMENT
JOHN JAY COLLEGE
445 WEST 59th STREET
NEW YORK, NY
10019

SALLY MALONE-HAWKINS
ASSOC. DIR./EDUC. OPPORTUNITY
STATE UNIV. OF NY/BINGHAMTON
VESTAL PARKWAY EAST
BINGHAMTON, NY
13903

DR. LAWRENCE H. MAMIYA
ASST PROF./REL. & AFRICAN STU.
VASSAR COLLEGE
BOX 117
POUGHKEEPSIE, NY
12601

MR. GEORGE MANLEY
HUNTER COLLEGE
695 PARK AVENUE
NEW YORK, NY
10021

RANDOLPH H. MANNING
ASSOC. PROF./PSYCH. & SOC.
SUFFOLK COUNTY COMM. COLLEGE
CROOKED HILL ROAD
BRENTWOOD, NY
11717

DEAN EDWARD MAPP
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

MS. DIANNE L. MARK
RESIDENT DIRECTOR
BUFFALO STATE COLLEGE
1300 ELMWOOD AVENUE
BUFFALO, NY
11422

C. A. MARRERO
INSTRUCTOR/BIOLOGY
SUNY AT FARMINGDALE
FARMINGDALE, NY
11735

BERNICE MARTIN
LECTURER/EDUCATIONAL SERVICES
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

MISS HARRY MARTIN
COUNSELOR/ADMISSIONS
SUNY AT CORTLAND
GRAHAM AVENUE
CORTLAND, NY
13045

MS. PATRICIA MARTIN
COUNSELOR/INSTRUCTOR
HUNTER COLLEGE
695 PARK AVENUE
NEW YORK, NY
10021

S. R. MARTIN, JR.
PROFESSOR/AMERICAN LITERATURE
EMPIRE STATE COLLEGE
330 WEST 42nd STREET
NEW YORK, NY
10036

INEZ MARTINEZ
DOCTOR/ENGLISH
KINGSBOROUGH COMMUNITY COLL
2001 ORIENTAL BOULEVARD
BROOKLYN, NY
11235

MAURICE M. MARTINEZ
ASSOC. PROF./EDUC. FOUNDATION
HUNTER COLLEGE
BOX 1073 695 PARK AVENUE
NEW YORK, NY
10021

PROF. ROBERT MARTINEZ
PROF./URBAN EDUCATION
BARUCH COLLEGE
BOX 140, 17 LEXINGTON AVENUE
NEW YORK, NY
10010

GARY MATTHEWS
RESIDENCE LIFE ADMIN. 104
STATE UNIVERSITY OF NEW YORK
LONG ISLAND, NY
11794

PROF. DANIEL E. MAYERS
PROFESSOR/ENGLISH
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

VERONICA MAYES
ASSISTANT REGISTRAR
HOSTOS COMMUNITY COLLEGE
475 GRAND CONCOURSE
BRONX, NY
10451

PROF. LORRAINE MAYFIELD
SOCIOLOGICAL CONCEPT
98-15 HORACE HARDING EXPRESS
FLUSHING, NY
11368

PROF. EDWARD MAYNARD
PROF./CULTURAL ANTHROPOLOGY
HOSTOS COMMUNITY COLLEGE
475 GRAND CONCOURSE
BRONX, NY
10451

PROF. JESSE MCCARROLL
ASSOCIATE PROFESSOR/HUMANITIES
NEW YORK CITY TECH. COLLEGE
300 JAY STREET
BROOKLYN, NY
11201

NENNETH MCCLANE
ASSISTANT PROF./ENGLISH
CORNELL UNIVERSITY
362 GOLDWIN SMITH HALL
ITHACA, NY
14853

JAMES F. MCCOY
DIRECTOR
LEARNING RESOURCES
HUDSON VALLEY COMM. COLLEGE
VANDENBURGH AVENUE
TROY, NY
12180

PROF. MONICE MCDANIEL
EDUCATIONAL SERVICES
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

PROF. DAVID MCDONALD
PROF. PSYCHIATRIC COUNSELING
CITY COLLEGE OF NEW YORK
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

DEAN GEORGE MCDONALD
ASSOC. PROF./DEAN-SPECIAL PROG.
CITY COLLEGE OF NEW YORK
131st STREET & CONVENT AVENUE
NEW YORK, NY
10031

MR. ROBERT T. MCDONALD
DIR./FINANCIAL AID-RECRUITMENT
N.Y. COLLEGE OF PODIATRIC MED.
53 EAST 124th STREET
NEW YORK, NY
10035

EMMA MCFAYDEN
COUNSELOR/EDUC. OPP. PROGRAM
SUNY AT FREDONIA
2152 FENTON HALL
FREDONIA, NY
14063

RUTH MCINTOSH
BANK STREET COLLEGE OF EDUC.
610 WEST 112th STREET
NEW YORK, NY
10025

MARLENE MCKELTY
PH.D/RADIOTHERAPY
MT. SINAI HOSPITAL
1 GUSTAVE LEVY PLACE
NEW YORK, NY
10029

BENJAMIN MCKINNON
TECHNICAL ASST./PHYSICAL ED.
SUNY AT STONY BROOK
STONY BROOK, NY
11794

DR. ROY MCLEOD
CHAIRPERSON/PROFESSOR-MATH.
LAGUARDIA COMMUNITY COLLEGE
31-10 THOMSON AVENUE
LONG ISLAND, NY
11101

PROF. CHARLOTTE M. MCPHERSON
COLLEGE OF STATEN ISLAND
130 STUYVESANT PLACE
STATEN ISLAND, NY
10301

HILDA MEDEL
ASST PROF./REMEDIAL MATH
LAGURADIA COMMUNITY COLLEGE
31-10 THOMSON AVENUE
LONG ISLAND, NY
11101

RONALD S. MENDEZ-CLARKE
ASST PROFESSOR/MODERN LANGUAGE
FORDHAM UNIVERSITY
EAST FORDHAM ROAD
BRONX, NY
10458

PROF. AL MICKENS
BUSINESS & MANAGEMENT DEPT.
SUNY AT OLD WESTBURY
OLD WESTBURY, NY
11568

PROF. SAMUEL O. MILLER
PROFESSOR/SOCIAL WORK
COLUMBIA UNIVERSITY
711 MOVICKAR
NEW YORK, NY
10027

HUGHIE E. MILLS
DIRECTOR/FINANCIAL AID
SCHOOL OF BUSINESS
COLUMBIA UNIVERSITY
209 URIS HALL
NEW YORK, NY
10027

PROF. SILBERT MCNAUGHTON
ASST. TO THE PRES./HOTEL DEPT.
NEW YORK CITY TECH. COLLEGE
300 JAY STREET
BROOKLYN, NY
11201

PROF. EULEE G. MEAD-BENNETT
INSTRUCTOR/NURSING
HERBERT LEHMAN COLLEGE
BEDFORD PARK BOULEVARD WEST
BRONX, NY
10468

DOCTOR THOMAS MEEKS
ASSOC PROF./PHYSICAL SCIENCES
CITY UNIVERSITY OF NEW YORK
MANHATTAN BEACH
BROOKLYN, NY
11235

GWEN MERCER
CLINICAL RESOURCE CONSULTANT
MOUNT SINAI MEDICAL CENTER
19 EAST 98th STREET
NEW YORK, NY
10019

PROF. HARRY MILLER
ASSISTANT DEAN/LAW SCHOOL
SYRACUSE UNIVERSITY
E.I. WHITE HALL
SYRACUSE, NY
13210

MS. SONIA P. MILLER
COUNSELOR/E.O.P.
STATE UNIVERSITY OF NEW YORK
AGRI. AND TECH. COLLEGE
COBLESKILL, NY
12043

PROF. MARGARITA MIR DE CID
ASSOCIATE PROFESSOR/EDUCATION
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

HENRY MCPEAK
ASST DIRECTOR/RESIDENCE LIFE
CORNELL UNIVERSITY
103 BARNES HALL
ITHACA, NY
14852

PROF. WILLIAM F. MEADE
PROFESSOR/SPEECH
LONG ISLAND UNIVERSITY
1 UNIVERSITY PLAZA
BROOKLYN, NY
11201

TSU-LIN MEI
ASSIAN STUDIES
CORNELL UNIVERSITY
154 ROCKEFELLER
ITHACA, NY
14853

PETRA MERENGUELLI
SOCIAL WORKER
BRENTWOOD PUBLIC SCHOOL
BRENTWOOD, NY
11717

PROF. JAMES B. MILLER
ASSO. DEAN/DIV. OF PROF'. ST
HERBERT H. LEHMAN COLLEGE CU
BEDFORD PARK BOULEVARD WEST
BRONX, NY
10468

CONSTANCE MILLINER
TECHNICIAN/CHEMISTRY
STATE UNIV. COLL. AT BUFFALO
1300 ELMWOOD AVENUE
BUFFALO, NY
14222

MR. NARIMAN MISTRY
RESEARCH/HIGHER ENERGY-PHYSIC
CORNELL UNIVERSITY
214 NEWMAN LAB
ITHACA, NY
14853

WILLIAM MITCHELL
LAB TECH
CITY COLLEGE
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

DIXON MIYAUCHI
PROFESSOR/HISTORY
STATE UNIVERSITY COLLEGE
PLATTSBURGH, NY
12901

WILLIAM MODESTE
COUNSELOR/SPECIAL PROGRAMS
QUEENS COLLEGE
65-30 KISSENA BOULEVARD
FLUSHING, NY
11367

ALEXIS MOLINA
PROG. DIR./OLDER ADULTS PROG.
BRONX COMMUNITY COLLEGE
210 EAST 184th STREET
BRONX, NY
10468

ALBERT MOLJO
COORDINATOR/COMPTROLLER OFF.
PACE UNIVERSITY
NEW YORK, NY
10038

MARILYN MONROE
ASST. DIR./ADMISSIONS OFFIC
NASSAU COMMUNITY COLLEGE
GARDEN CITY, NY
11530

MICHAEL MONTGOMERY
EXE. DIR./EDQUAL OPP.
CORNELL UNIVERSITY
OFFICE OF EQUAL OPPORTUNITY
217 DAY HALL
ITHACA, NY
14853

MS. MARY K. MOORE
STUD. HEALTH SERV.
SUNY AT ALBANY
1400 WASHINGTON AVENUE
ALBANY, NY
12222

CHARLOTTE MORGAN
ASST PROF/ADULT EDUCATION
CITY UNIV./LEHMAN COLLEGE
BEDFORD PARK BOULEVARD WEST
BRONX, NY
10468

MARIE MORISAWA
PROFESSOR/GEOLOGY
SUNY-BINGHAMTON
BINGHAMTON, NY
13901

PROF. ELAINE A. MORRIS
PROF./NURSING
QUEENSBOROUGH COMM. COLLEGE
BAYSIDE, NY
11364

PROF. KC MORRISON
PROF./AFRO-AMERICAN STUDIES
SYRACUSE UNIVERSITY
735 OSTROM AVENUE
SYRACUSE, NY
13210

JAMES A MOSS
PROF./SOCIAL SCIENCE
ADELPHI UNIVERSITY
SOUTH SQUARE
GARDEN CITY, NY
11530

MS. BRENDA E. MOTLEY-GRIFFIN
REPRESENTATIVE RECRUITER-ADM.
STATE UNIVERSITY OF ALBANY
1400 WASHINGTON AVENUE
ALBANY, NY
12222

PROF. RANGASWAMY MUDUNDAN
EXEC. OFFICER/ELEC. COMP. E
CLARKSON COLLEGE
POTSDAM, NY
13676

PROF. LEITH P. MULLINGS
ASST. PROF./ANTHROPOLOGY
COLUMBIA UNIVERSITY
857 SCHERMERHORN
NEW YORK, NY
10027

FRANCES MURPHY-CAMPBELL
ASSOCIATE PROF./JOURNALISM
STATE UNIV. COLLEGE AT BUFFALO
1400 ELMWOOD AVENUE
BUFFALO, NY
14222

PROF. KARIE NABINET
PROF./SCHOOL OF SOCIAL WELF
SUNY AT STONY BROOK
HEALTHSCIENCE CENTER
STONY BROOK, NY
11794

MR. NILAKANTAN NAGARAJAN
ASST. PROF./ADMIN. COMPUTER
HOFSTRA UNIVERSITY (BUSINESS)
HEMPSTEAD TURNPIKE
HEMPSTEAD, NY
11550

YVONNE H. NATHAN
ASST. PROFESSOR/NURSING
LONG ISLAND UNIVERSITY
BROOKLYN CENTER
BROOKLYN, NY
11205

PROF. FRANK NAVAS
PROFESSOR/ACCOUNTING
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

SANJEEVA NAYAK
ASSOC. PROF./POLITICAL SCIENCE
SOUTHAMPTON COLLEGE
SOUTHAMPTON, NY
11968

CARL L NELSON
ASST DIR./OFFICE OF ADMISSIONS
MOHAWK VALLEY COMM. COLLEGE
1101 SHERMAN DRIVE
UTICA, NY
13501

COLBERT NEPAULSINGH
ASSOC. PROF./HISPANIC & ITA
SUNY AT ALBANY
HU270, HISPANIC & ITALIAN
ALBANY, NY
12222

THOMAS NEWKIRK
E.O.P.
STATE UNIVERSITY OF NEW YORK
COLLEGE AT CORTLAND
CORTLAND, NY
13045

PROF. DOLORES NEWTON
PROFESSOR/ANTHROPOLOGY
SUNY AT STONY BROOK
SBS S-505
LONG ISLAND, NY
11794

DR. SETSUKO M. NISHI
PROF./SOCIOLOGY
CITY UNIV. OF NEW YORK
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

MR. MARIO E. NUNEZ
LECTURER/READING-STUDY SKILLS
EDUCATIONAL OPPORTUNITY CENTER
465 WASHINGTON STREET
BRFFALO, NY
14203

MR. ALVIN J O'BANNON
ADMIN ASSISTANT/SPS
EDUCATIONAL OPP. CENTER
WASHINGTON & FRON STREETS
TROY, NY
12180

VIOLETA OCAMPO
TECH. SPEC./CLIN. LABS.
DOWNSTATE MED. CENTER-SUNY
450 CLARKSON AVENUE
BROOKLYN, NY
11203

SARAH B. OCASIO
ASST TO DIRECTOR/NETWORKS
BRONX COMMUNITY COLLEGE
UNIV. AVENUE & 181 STREET
BRONX, NY
10453

KEITH ODEN
COUNSELOR/STUDENT AFFAIRS
MONROE COMMUNITY COLLEGE
1000 EAST HENRIETTA ROAD
ROCHESTER, NY
14623

PROF. W. OFUATEY-KODJOE
PROFESSOR/POLITICAL SCIENCE
QUEENS COLLEGE
65-30 KISSENA BOULEVARD
FLUSHING, NY
11367

SEIRITSU OGURA
ASSOC. PROFESSOR/ECONOMICS
SUNY AT ALBANY
1400 WASHINGTON AVENUE
ALBANY, NY
12222

PROF. DAVID M. OHARA
CHAIRMAN/HUMANITIES DIVISION
ALFRED UNIVERSITY
ALFRED, NY
14802

MR. JESSE OLIVER
PROF./BLACK STUDIES
CITY COLLEGE OF NEW YORK
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

PROF. MARIA ORTI
ST. FRANCIS COLLEGE
180 REMSEN STREET
BROOKLYN, NY
11201

MR. REINALDO ORTIZ
CHILD DEVELOPMENT & COMMUNITY
BARUCH COLLEGE
BOX 285, 17 LEXINGTON AVENUE
NEW YORK, NY
10010

NORMA OWENS
PROFESSOR/NURSING
NEW YORK UNIVERSITY
429 SHIMKIN HALL
NEW YORK, NY
10003

PROF. CYRIL PACKWOOD
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

EUNICE PADDIO-REED
INSTRUCTOR/STUD. DEV. SPEC.
CORNELL UNIVERSITY
14 ROBERTS
ITHACA, NY
14853

PROF. WILLIE F. PAGE
ASSOC. PROF./AFRICANA STUDIES
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

N. PALMER
VICE PRESIDENT/E.O.C.
SUNY AT FARMINGDALE
FARMINGDALE, NY
11735

DR. DONG H. PARK
ASST. PROF./BIOCHEM.
CORNELL UNIV. MEDICAL COLLEGE
1300 YORK AVENUE, RM KB-421
NEW YORK, NY
10021

DR. SAMUEL PARK
PROF.(CHAIRMAN) MATHEMATICS
LONG ISLAND UNIVERSITY
6 THE BRAE
WOODBURY, NY
11797

MR. TAI PARK
CHEMISTRY DEPARTMENT
COLLEGE OF STATEN ISLAND
50 BAY STREET
STATEN ISLAND, NY
10301

ALLIE PARRISH
DEAN OF STUDENTS
SUFFOLK COMMUNITY COLLEGE
WESTERN CAMPUS
BRENTWOOD, NY
11717

VANESSA PASCUAL
RESEARCH DIR./P.R. STUDIES
CENTER FOR P.R. STUDIES
445 W. 59th STREET, RM 1205
NEW YORK, NY
10019

ALFRED PATTERSON
LECTURER/SEEK-ACAD. SKILLS
CITY UNIVERSITY/LEHMAN COLLEGE
BEDFORD PARK BOULEVARD WEST
BRONX, NY
10468

EVELYNE PATTERSON
EXEC. ASST.-PRES./CENTRAL ADMIN.
NEW YORK UNIVERSITY
WASHINGTON SQUARE
NEW YORK, NY
10012

DR. JOYCE PATTERSON
ASSOC. PROF./NURSING
BRONX COMM. COLLEGE OF CUNY
181 STREET & UNIVERSITY AVE.
BRONX, NY
10468

DR. DENIS F. PAUL
NATURAL SCIENCES AND MATH
MEDGAR EVERS COLLEGE
1150 CARROLL STREET
BROOKLYN, NY
11225

PROF. JOHN PAYNE
PROFESSOR/NURSING ADMIN.
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

MR. RICHARD PEAGLER
COUNSELING OFFICE
COLLEGE AT CORTLAND/CUNY
CORTLAND, NY
13045

MR. PEDRO PEDRAZA
RESEARCH DIR./P.R. STUDIES
CUNY BOARD OF HIGHER ED.
JOHN JAY COLLEGE
445 WEST 59th STREET
NEW YORK, NY
10019

MR. KENNITH PEEPLES
ASSISTANT PROFESSOR
LAGUARDIA COMMUNITY COLLEGE
31-10 THOMSON AVENUE
LONG ISLAND, NY
11101

PROF. P. PEMBERTON
PROF./INSTRUCTOR-EARLY CHILD
BANK STREET COLLEGE
610 WEST 112th STREET
NEW YORK, NY
10025

MR. VERNAL PEMBERTON
ASST. PROF./ACADEMIC SKILLS
HUNTER COLLEGE
695 PARK AVENUE
NEW YROK, NY
10021

JEWELL PENDLETON
STAFF AUDITOR/INTERNAL AUDIT
SYRACUSE UNIVERSITY
SKYTOP OFFICES
SYRACUSE, NY
13210

PROF. FAUSTINA PEREDA
FOREIGN LANGUAGES DEPARTMENT
NAZARETH COLLEGE
4245 EAST AVENUE
ROCHESTER, NY
14610

MANUEL PEREZ
INSTRUCTOR/STUDENT SERVICES
LAGUARDIA COMMUNITY COLLEGE
31-10 THOMSON AVENUE
LONG ISLAND, NY
11101

MS. RENEE PEREZ
ADMIN. 290
SUNY AT STONY BROOK
LONG ISLAND, NY
11794

MS. MARIA PEREZ-ARTON
CHANCELLOR'S OFFICE
BOARD OF HIGHER EDUCATION
535 EAST 80th STREET
NEW YORK, NY
10021

MR. DANIEL PERRIN
CITY UNIVERSITY OF NEW YORK
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

DR. ALPHONSO PINKNEY
RACE & ETHNIC RELATIONS
HUNTER COLLEGE
695 PARK AVENUE
NEW YORK, NY
10021

PROF. SAMPLE PITTMAN
PROF./HIGHER EDUCATION
MANHATTAN COMMUNITY COLLEGE
290 CONVENT AVENUE
NEW YORK, NY
10031

MR. JOSE PIZARRO
ADMIN. ASST. II/MEDIA DEPT.
NASSAU COMMUNITY COLLEGE
GARDEN CITY, NY
11530

DR. FRANK POGUE
AFRICAN & AFRO AMERICAN STUDY
STATE UNIVERSITY OF ALBANY
1400 WASHINGTON AVENUE
ALBANY, NY
12222

MS. DEBORAH POINTER
FINANCIAL AIDE COULSELOR
SUNY AT CORTLAND
CORTLAND, NY
13045

ELEANOR PONTES
PROF./ACADEMIC SKILLS-SEEK
H.H. LEHMAN COLLEGE/CUNY
BEDFORD PARK BOULEVARD WEST
BRONX, NY
10468

MR. GEORGE N. PORTER
ASST TO THE DIRECTOR/E.O.C.
SUNY AT FARMINGDALE/A & T
280 SOUTH COVENTRY ROAD
WEST HEMPSTEAD, NY
11552

GLORIA PORTER
90 MAPLEWOOD AVENUE
WEST SENECA NY
14224

JAMES POTTS
ASSOCIATE PROFESSOR/MEDICINE
UPSTATE MEDICAL CENTER
750 EAST ADAMS STREET
SYRACUSE, NY
13210

PAULETTE POWELL
GUIDANCE & COUSELING
1503 WEST KENNEDY PLAZA
UTICA, NY
13501

PROF. GEORGE N. PRESTON
PROFESSOR/HISTORY OF ART
CITY COLLEGE
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

KATHLEEN PRESTWIDGE
PROF./BIOLOGY & MED. LAB TECH
BRONX COMMUNITY COLLEGE
181st STREET & UNIVERSITY AVE.
BRONX, NY
10453

ALFRED D. PRICE
ASSOC DEAN/SCH. OF ARCH.
STATE UNIV. OF NEW YORK/BUFFALO
HAYES HALL - 3435 MAIN STREET
BUFFALO, NY
14214

PROF. CYRIL H. PRICE
PROFESSOR/DENTISTRY
HOSTOS COMMUNITY COLLEGE
475 GRAND CONCOURSE
BRONX, NY
10451

MR. REGINALD W. PRYOR
DIRECTOR/HEOP
ST. JOHN FISHER COLLEGE
3690 EAST AVENUE
ROCHESTER, NY
14618

PROF. CLEMENTINE PUGH
PROFESSOR
CITY UNIVERSITY/LEHMAN COLLEGE
BEDFORD PARK BOULEVARD WEST
BRONX, NY
10468

MR. JOHN PYATT, JR.
LECTURER/ACADEMIC SKILLS/SEE
HERBERT H. LEHMAN COLLEGE
BEDFORD PARK BOULEVARD WEST
BRONX, NY
10468

NATHANIEL AS QUATTLEBAUM
ASSOCIATE/SPECIAL PROGRAMS
SUNY STATE UNIVERSITY PLAZA
ALBANY, NY
12246

LAWRENCE QUE
CHEMISTRY
CORNELL UNIVERSITY
BAKER LAB
ITHACA, NY
14853

DR. STANLEY RALPH
SUPERVISOR/CVR. & INS. EOC
SUNY AT FARMINGDALE
MELVILLE ROAD
FARMINGDALE, NY
11735

SRINVASA RAMANUJAM
ASSOCIATE PROFESSOR/MATHEMATIC
COLLEGE OF INSURANCE
123 WILLIAM STREET
NEW YORK, NY
10038

PROF. FAUSTO RAMIREZ
PROFESSOR/CHEMISTRY
SUNY AT STONY BROOK
LONG ISLAND, NY
11794

MS. J. RAND
EDUCATIONAL SERVICES
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

MS. ANANDHA RAO
ASSOC. PROF./FOOD SERVICE
GENEVA EXPERIMENT STATION
104 FOOD RESEARCH LAB
GENEVA, NY
14456

T. KS RAO
ASSOCIATE PROF./MEDICINE
DOWNSTATE MEDICAL CENTER
450 CLARKSON AVENUE
BROOKLYN, NY
11203

PROF. CHESTER RASH
PROFESSOR/SOCIOLOGY DEPT.
SUNY AT OLD WESTBURY
OLD WESTBURY, NY
11568

M. RATHOD
ASST PROF./TECHNOLOGY
STATE UNIVERSITY OF NEW YORK
BINGHAMTON, NY
13901

MR. SHARMA N. RAVINDRA
REFERENCE LIBRARIAN
COLGATE UNIVERSITY
HAMILTON, NY
13346

MR. JOHN W. REAVIS, JR.
ASSISTANT TO PRESIDENT
FARMINGDALE STATE UNIVERSITY
MELVILLE ROAD
FARMINGDALE, NY
11735

PROF. JUNIUS REDWOOD
PROFESSOR/FINE ARTS
SUFFOLK COMMUNITY COLLEGE
SELDEN CAMPUS
533 SELDEN ROAD
SELDEN, NY
11784

YVONNE REECE
ASST. REGISTRAR/REG. OFF.
CITY COLLEGE OF NEW YORK
138th STREET & CONVENT AVENUE
NEW YORK, NY
10039

MARIUS REGION
ADJUNCT INSTRUCTOR/E.O.C.
SUNY AT FARMINGDALE
FARMINGDALE, NY
11735

PROF. STAN REID
PROF./MARKETING & TRANS.
SYRACUSE UNIVERSITY
SYRACUSE, NY
13210

MS. C. A. REUTER
DIRECTOR/LIBRARY SERVICES
CAZENOVIA COLLEGE
CAZENOVIA, NY
13035

ARSENIO REY
ASST. PROF./FOREIGN LAGS.
SUNY AT GENESEO
14 WADSWORTH STREET
GENESEO, NY
14454

ELEANOR L. RICE
UNIVERSITY REGISTRAR
CORNELL UNIVERSITY
222 DAY
ITHACA, NY
14853

MR. ALLEN RICHARD
EOP COUNSELING
SUNY AT BUFFALO
1300 ELMWOOD AVENUE
BUFFALO, NY
14222

CAROL J. RICHARDS
SENIOR ASSISTANT LIBRARIAN
STATE UNIVERSITY COLLEGE
1300 ELMWOOD AVENUE
BUFFALO, NY
14222

CYNTHIA RICHARDS
DEVELOPMENTAL SKILLS
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

PROF. INA RICHARDS
PROFESSOR/SEEK
YORK COLLEGE
150-14 JAMAICA AVENUE
JAMAICA, NY
11451

PROF. LOUIS RICHARDS
PROFESSOR/MATHEMATICS
SUNY AT OLD WESTBURY
OLD WESTBURY, NY
11568

PROF. AGNES RICHARDSON
ASST. DIR./FIELD WORK DEPT.
SUNY AT STONY BROOK
SCHOOL OF SOCIAL WELFARE
STONY BROOK, NY
11794

JOHN RIVERA
LECTURER/EDUCATION
SUNY AT NEW PALTZ
8 KRISMAN PLACE
NEW PALTZ, NY
12561

PROF. LOUIS ROBBINS
SUFFOLK COMMUNITY COLLEGE
533 COLLEGE ROAD
SELDEN CAMPUS
SELDEN, NY
11784

PROF. FLORENCE C. ROCK
LECTURER/SPECIAL PROGRAMS
CITY COLLEGE
CONVENT AVENUE & 138TH STREET
NEW YORK, NY
10031

PROF. ELECTA A. RODRIGUEZ
ASSOC. PROF./MODERN LANGUAGES
COLLEGE OF STATEN ISLAND
130 STUYVESANT PLACE
STATEN ISLAND, NY
10301

MS. ANSELMA RODRIGUEZ
STUDENT AFFAIRS & SERVICES
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

MRS. MARCELINA RONDON
COUNSELOR/E.O.C.
SUNY AT BUFFALO
465 WASHINGTON STREET
BUFFALO, NY
14203

MS. DIANE RITZIE
LIBRARY & INFORMATION SCIENCE
HUNTER COLLEGE
695 PARK AVENUE
NEW YORK, NY
10021

PROF. LOUIS RIVERS
PROFESSOR/LIBERAL ARTS
NEW YORK CITY COMM. COLLEGE
300 JAY STREET
BROOKLYN, NY
11201

PROF. ALICE ROBINSON
PROFESSOR/READING DEPARTMENT
NASSAU COMMUNITY COLLEGE
GARDEN CITY, NY
11530

CAMILLE RODRIGUEZ
ASSOCIATE/HIGHER EDUCATION
CTR. FOR P.R. STUDIES/CUNY
445 WEST 59TH STREET
NEW YORK, NY
10019

DR. MAX RODRIGUEZ
ASST PROF./HUMANITIES
LAGUARDIA COMMUNITY COLLEGE
31-10 THOMSON AVENUE
LONG ISLAND, NY
11101

MR. STERLING ROGERS
LECTURER/EARLY CHILDHOOD EDUC.
BROOKLYN COLLEGE
SCHOOL OF EDUCATION
BROOKLYN, NY
11210

MARIA ROSADO
DEVELOPMENTAL SKILLS/SPEC. PRO.
SUNY AT NEW PALTZ
NEW PALTZ, NY
12561

PROF. CARLOS RIVERA
COUNSELING MINORITIES
KINGSBORO COMMUNITY COLLEGE
300 JAY STREET N-227A
BROOKLYN, NY
11201

DR. WILLIAM L. RIVERS
ASSOC. PROF./SOCIAL WORK
KINGSBORO COMMUNITY COLLEGE
2001 ORIENTAL BOULEVARD
BROOKLYN, NY
11235

DR. MAUDE E. ROBINSON
LECTURER/ACADEMIC SKILLS
HUNTER COLLEGE
260 65th STREET, APT 5J
BROOKLYN, NY
11220

EDGAR RODRIGUEZ
ASSISTANT PROFESSOR/SPANISH
SUNY AT NEW PALTZ
NEW PALTZ, NY
12561

DR. MERCEDES RODRIGUEZ
200-26 45th DRIVE
BAYSIDE, NY
11361

DR. LLOYDE H. ROGLER
DIRECTOR/HISPANIC RES. CTR.
FORDHAM UNIVERSITY
EAST FORDHAM RD., THEBAUD H/
BRONX, NY
10458

CHARLES ROSS
PROFESSOR/PHARMACOLOGY
UPSTATE MEDICAL CENTER
766 IRVING AVENUE
SYRACUSE, NY
13210

MR. JULIO RUALES
LEHMAN COLLEGE
BEDFORD PARK BOULEVARD WEST
BRONX, NY
10468

PROF. TEOFILLO F. RUIZ
PROF./HISTORY & CONT. CIVIL.
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

HAROLD RUSSELL
ASST. PROF./GRAD COUN. DEPT
C. W. POST CENTER
P. O. GREENVALE
LONG ISLAND, NY
11458

PROF. HELEN RUSSELL
PROFESSOR/NURSING
QUEENSBOROUGH COMM. COLLEGE
BAYSIDE, NY
11364

MR. STANLEY RUSSELL
MEDIA SPECIALIST/LIBRARY
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

MS. ROSEMARY K. SABAI
DIRECTOR/AFFIRMATIVE ACTION
SUNY AT ALBANY
1400 WASHINGTON AVENUE, AD3
ALBANY, NY
12222

EDWARD L. SAINDOUX
ASST/FINANCIAL ANA. OFFICE
STATE UNIV. OF NEW YORK/BURRALL
3435 MAIN STREET
BUFFALO, NY
14260

YOSHIKAZU SAITO
ASST. PROF.-C.S./EE
NEW YORK INST. OF TECH.
1855 BROADWAY
NEW YORK, NY
10023

MR. ROY SAKTIDAS
DIRECTOR/UNIVERSITY LIBRARY
BOARD OF HIGHER ED./CUNY
ROOM 433 CAPEN HALL
BINGHAMTON, NY
13901

NORWOOD SAMUEL
LECTURER/DENTAL ASSISTING DEPT.
SUNY/BUFFALO E.O.C.
465 WASHINGTON STREET
BUFFALO, NY
14203

PROF. MARIA E. SANCHEZ
ASST. PROF./CHAIR-P.R. STUDIES
BROOKLYN COLLEGE/CUNY
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

MR. WILFREDO SANCHEZ
COLLEGE DISCOVERY
BOARD OF HIGHER ED./CUNY
535 EAST 80th STREET
NEW YORK, NY
10021

PROF. EDITH SANCROFT
PROFESSOR/DNACE
FASHING INSTITUTE/TECHNOLOGY
227 WEST 27th STREET
NEW YORK, NY
10001

GRACE SANDERS
ASST. PROFESSOR/LIBRARY
HUNTER COLLEGE
695 PARK AVENUE
NEW YORK, NY
10021

MARY SANDS
CHAIRPERSON/O.T.A. DEPT.
ORANGE COUNTY COMM. COLL.
115 SOUTH STREET
MIDDLETOWN, NY
10940

MR. MANNY SANTAPAU
PUBLIC ADMINISTRATION
MERCY COLLEGE
555 BROADWAY
DOBBS FERRY, NY
10522

PROF. MIGUEL SANTOS
ENVIRONMENTAL LAW
BARUCH COLLEGE
BOX 349, 17 LEXINGTON AVENUE
NEW YORK, NY
10010

DR. CHARLES A. SANTOS-BUCH
CORNELL UNIV. MEDICAL COLL.
1300 YORK AVENUE, RM. C-410
NEW YORK, NY
10021

MR. LLOYD E. SARGEANT
COUNSELOR/ADMISSIONS
SUNY AT STONY BROOK
STONY BROOK, NY
11794

MUTHUKRISHNAN SATHYMOORTHY
ASST. PROF./MECH. INDUST. ENG.
CLARKSON COLLEGE
POTSDAM, NY
13676

DR. KAZUO SATO
PROFESSOR/ECONOMICS
SUNY AT BUFFALO
AMHERST, NY
14260

DEAN HUGH SCOTT
DEAN/EDUCATION
HUNTER COLLEGE
695 PARK AVENUE
NEW YORK, NY
10021

PROF. DOTTYE SEALES
PROFESSOR/CAREER EDUCATION
CITY COLLEGE
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

PROF. BASILIO SERRANO
PROFESSOR/EDUCATION
SUNY AT OLD WESTBRY
OLD WESTBURY, NY
COLLEGE OF STATEN ISLAND
715 OCEAN TERRACE, H-12
STATEN ISLAND, NY
10301

PROF. KENSHASA SHABAKA
ASST. PROF./STUDENT SERVICES

RAM K. SHARMA
ADJUNCT/LECTURE-SCIENCE & MATH
FASHION INSTITUTE/TECHNOLOGY
227 WEST 27th STREET
NEW YORK, NY
10001

FRANK SHARPE
BRONX COMMUNITY COLLEGE
181ST STREET & UNIVERSITY AVE.
BRONX, NY
10453

DR. WILLIAM S. SHIVER
ASSOC PROF/FRENCH
HOFSTRA UNIVERSITY
HEMPSTEAD TURNPIKE
HEMPSTEAD, NY
11550

MRS. LAURA SCOTT
ASST. DIR./ACADEMIC SUPPORT SVC
SIENA COLLEGE/HEOP
LOUDONVILLE, NY
12211

PROF. G. SEDA-RODRIGUEZ
PROF./AFRO-HISPANIC LITERATURE
MEDGAR EVERS COLLEGE
1150 CARROLL STREET
BROOKLYN, NY
11225

LANCE SEUNARINE
DIRECTOR/E.O.P.
STATE UNIVERSITY COLLEGE
HAB 404
NEW PALTZ, NY
12562

JOE W. SHAMBLEY
PROFESSOR/BUSINESS
SULLIVAN COUNTY COMM. COLLEGE
LOCH SHELDRAKE, NY
12759

RAVINDRA SHARMA
REFERENCE LIBRARIAN
COLGATE UNIVERSITY
HAMILTON, NY
13346

PROF. MARIAM SHERAR
ASST PROFESSOR/SOCIOLOGY
LONG ISLAND UNIVERSITY
BROOKLYN CENTER, FLATBUSH AVE.
BROOKLYN, NY
11201

MR. UPADHYANA SHRINIVASA
RESEARCH ASSOC/AGRI. ENG. DEPT.
CORNELL UNIVERSITY
ITHACA, NY
14850

PROF. OTEY SCRUGGS
PROFESSOR/HISTORY
SYRACUSE UNIVERSITY
MAXWELL 305
SYRACUSE, NY
13210

PROF. WILLIAM SERAILE
PROFESSOR/BLACK STUDIES
LEHMAN COLLEGE
BEDFORD PARK BOULEVARD WEST
BRONX, NY
10468

PROF. DORITA SEWELL
PROF./SOCIOLOGY & ANTHRO.
COLGATE UNIVERSITY
HAMILTON, NY
13346

PROF. MOHSEN SHANIPOOR
ASSOC. PROF./ENGINEERING DE
CLARKSON COLLEGE OF TECHNOLOGY
POTSDAM, NY
13676

ROBERT SHARP
ASSOC. PROF./SCH. OF SOC. W
NEW YORK UNIVERSITY
2 WASHINGTON SQUARE NORTH
NEW YORK, NY
10003

DR. LN SOOK SHIN
ATTENDING PHYSICIAN/NEUROLOG
ERIE COUNTY MEDICAL CENTER
462 GRIDER STREET
BUFFALO, NY
14215

ROBERT T. SIMMELKJAER
DEAN/SCHOOL GENERAL STUDIES
CITY COLLEGE OF NEW YORK
138th STREET & CONVENT AVE.
NEW YORK, NY
10031

HELEN SIMMONS
ADMINISTRATION
CITY COLLEGE
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

PROF. GWYNED SIMPSON
PROFESSOR/SPECIAL PROGRAMS
QUEENS COLLEGE
65-30 KISSENA BOULEVARD
FLUSHING, NY
11367

PROF. AUDREY SMEDLEY
ASSOC. PROF./ANTHROPOLOGY
SUNY AT BINGHAMTON
BINGHAMTON, NY
13901

DR. AUDREY D. SMITH
ASSOC. PROF./SOCIAL WELFARE
SUNY AT ALBANY
135 WESTERN AVENUE
ALBANY, NY
12222

PROF. ESTHER SMITH
PROFESSOR/BUSINESS EDUCATION
EDUCATIONAL OPPORTUNITY CENTER
WASHINGTON, & FRONT STREETS
TROY, NY
12180

MR. RAYMOND K. SMITH
FINE ARTS
SUNY AT STONY BROOK
LONG ISLAND, NY
11794

DR. WILLIAM R. SMITH
ASSOC. PROF./FAMILY MEDICINE
SUNY AT STONY BROOK
HEALTH SCIENCE CENTER L4
STONY BROOK, NY
11794

PROF. DOROTHY SIMON
PROFESSOR/LIBRARY INSTRUCTION
NEW YORK CITY TECH. COLLEGE
300 JAY STREET
BROOKLYN, NY
11201

HARCHARAN SINGH
LIBRARY
SUNY AT STONY BROOK
LONG ISLAND, NY
11794

MS. BEVERLY SMIRNI
MENTOR/COMM. & HUMAN SERVICES
EMPIRE STATE COLLEGE/SUNY
80 CENTER STREET/URBAN STU. CT
NEW YORK, NY
10013

B. M. SMITH
COUNSELOR/CONTINUING ED.
SUNY AT FARMINGDALE
FARMINGDALE, NY
11735

HELEN G. SMITH
DIRECTOR/HEOP
LONG ISLAND UNIVERSITY
SOUTHAMPTON COLLEGE
SOUTHAMPTON, NY
11968

ROBERT SMITH
ASST. DIR./ENGR. ADM.
CORNELL UNIVERSITY
223 CARPENTER HALL
ITHACA, NY
14853

MR. WILLIE SMITH
ACADEMIC ADVISEMENT
SUNY AT BUFFALO
1300 ELMWOOD AVENUE
BUFFALO, NY
14222

PROF. LOUIS SIMON
DIRECTOR/SENIOR STUDIES
FRIENDS WORLD COLLEGE
LLOYD HARBOR
HUNTINGTON, NY
11743

GLENN SLADE
ADMISSIONS COUNSELOR/ADMS.
PACE UNIVERSITY
PACE PLAZA
NEW YORK, NY
10038

PROF. ARTHUR SMITH
PROFESSOR/MANAGEMENT SCIENC
SCHOOL OF MANAGEMENT
SYRACUSE UNIVERSITY
300 SIMS HALL
SYRACUSE, NY
13210

PROF. DONALD SMITH
PROF./EDUCATION SOCIOLOGY
BARUCH COLLEGE
BOX 307
17 LEXINGTON AVENUE
NEW YORK, NY
10010

JOSHUA SMITH
PRESIDENT
MANHATTAN COMMUNITY COLL.
1633 BROADWAY
NEW YORK, NY
10019

STEVEN SMITH
ASST. COUNSELOR/EOC
HUDSON VALLEY COMM. COLL.
VANDENBURGH AVENUE
TROY, NY
12180

JANET SMITH-KINTNER
ASST. DIR./LEARNING SKILL CT
CORNELL UNIVERSITY
375 OLIN HALL
ITHACA, NY
14853

JAMES S. SMOOT
VICE CHANCELLOR/ED. SERVICES
SUNY STATE UNIVERSITY PLAZA
ALBANY, NY
12246

RENNETH SORHAINDO
ASST. PROF/EDUCATIONAL OPP.
SUNY AT PURCHASE
PURCHASE, NY
10577

MIRIAN SOTO
TECHNICAL SPECIALISH MICRO.
SUNY AT STONY BROOK
BRAD. B10. 212
STONY BROOK, NY
11794

PROF. S. N. SRIDHAR
LINGUISTICS PROGRAM
SUNY AT STONY BROOK
STONY BROOK, NY
11794

JOHN STALEY
EVALUATION COORDINATOR
SUNY AT BUFFALO
3600 MAIN STREET
BUFFALO, NY
14214

PROF. SPURGEON STAMPS
CHAIRPER/AFRO-AMER. STU.
SYRACUSE UNIVERSITY
735 OSTROM AVENUE
SYRACUSE, NY
13210

MS. BARBARA STANLEY
LECTURER/ACADEMIC SKILLS
HUNTER COLLEGE
695 PARK AVENUE
NEW YORK, NY
10021

PROF. MADELON D. STENT
PROFESSOR/HIGHER EDUCATION
CITY COLLEGE
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

MICHAEL STEVENS
DIRECTOR/HEOP
SIENA COLLEGE
LOUNONVILLE, NY
12211

PATRICIA STEVENS
ASST. DIR./FINAN. AID/EOP
MONROE COMMUNITY COLLEGE
1000 HENRIETTA ROAD
ROCHESTER, NY
14623

ARZELLA F. STEVENSON
ASST TO CHAIRMAN/ANESTH
DOWNSTATE MEDICAL CENTER
450 CLARKSON AVENUE, BOX 6
BROOKLYN, NY
11203

PROF. RUSSELL STEVENSON
DEPT. HEAD-MUSIC, ART, PHIL
SUFFOLK COMMUNITY COLLEGE
533 COLLEGE RD., SELDEN CAM
SELDEN, NY
11784

LELAND STOKES
CAREER DEVELOPMENT
ILR EXTENSION
3 EAST 43rd STREET
NEW YORK, NY
10017

PROF. PEGGY STRAIT
PROF./MATHEMATICS
QUEENS COLLEGE/CUNY
65-30 KISSENA BOULEVARD
FLUSHING, NY
11367

PROF. DOLORES STRAKER
PROFESSOR/READING
YORK COLLEGE
150-14 JAMAICA AVENUE
JAMAICA, NY
11451

PAUL STROUD
COORD./COLLEGE IN THE WOODS
SUNY AT BINGHAMTON
1 WEST END AVENUE
BINGHAMTON, NY
13901

PROF. MILTON STUBBS
ASST. PROF./STUDENT LIFE
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

PROF. NORRIS STUBBS
PROFESSOR/CIV. ENGINEERING
COLUMBIA UNIVERSITY
610 SOUTHWEST MUDD
NEW YORK, NY
10027

A SUMAD-MATIAS
DIRECTOR/LATIN AMER. STUDIES
CITY COLLEGE OF NEW YORK
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

MAGARITA SUNER
ASSOCIATE PROFESSOR/LANGUAGES
CORNELL UNIVERSITY
217 MORRILL
ITHACA, NY
14853

CLARENCE SWANSTON
STUDENT AFFAIRS/SPECIAL PRO
CUNY BOARD OF HIGHER EDUCAT
535 EAST 80th STREET
NEW YORK, NY
10021

PROF. LOUIS TANA
ASSOC. PROF/GRAPHIC ARTS
NEW YORK CTIY COMM. COLLEGE
300 JAY STREET
BROOKLYN, NY
11207

HARUO TASHIRO
PROFESSOR/ENTOMOLOGY
CORNELL UNIVERSITY
NY STATE AGR. EXP. STATION
GENEVA, NY
14456

PROF. GAYLE T. TATE
PROFESSOR/POLITICAL SCIENCE
LEHMAN COLLEGE
BEDFORD PARK BLVD. WEST
BRONX, NY
10568

PROF. COUNCIL TAYLOR
PROFESSOR/ANTHROPOLOGY
SUNY AT OLD WESTBURY
OLD WESTBURY, NY
11568

LORRAINE TAYLOR
PROFESSOR/SPECIAL EDUCATION
STATE UNIVERSITY COLLEGE
OMB 111
NEW PALTZ, NY
12562

JUANITA TERRELL
ASST TO CHAIRMAN
STATE UNIVERSITY OF NEW YORK
AMHERST CAMPUS
BUFFALO, NY
14261

SHIRISH THANAWALA
ASST. PROF./RADIOLOGY
DOWNSTATE MEDICAL CENTER
450 CLARKSON AVENUE
BROOKLYN, NY
11203

DR. BERT THOMAS
ASST. PROF./AFRICANA
BROOKLYN COLLEGE
BROOKLYN, NY
11210

MARY THOMAS
INSTRUCTOR/MLT-MOA
EIRE COMMUNITY COLLEGE
YOUNGS ROAD
WILLIAMSVILLE, NY
14221

MS. VIVIAN THOMAS
SECRETARIAL COURSE SUBJECTS
ERI COMMUNITY COLLEGE/CITY
1309 MAIN STREET AT RILEY
BUFFALO, NY
14209

KEITH THOMPSON
COORDINATOR/TUTORIAL PROGRAMS
CITY COLLEGE
409 EDGEcombe AVENUE
NEW YORK, NY
10032

PROF. CONSTANCE TIMBERLAKE
PROF./CHILD & FAM. STUDY
SYRACUSE UNIVERSITY
203 SLOCUM HALL
SYRACUSE, NY
13210

MRS. NILDA A. TIRADO
COOPERATION EXTENSION
EAST HARLEM EFNEP
1754 3rd AVENUE
NEW YORK, NY
10029

DR. RANDOLF TOBIAS
CHAIRPERSON/SPECIAL PROGRAMS
QUEENS COLLEGE/CUNY
65-30 KISSENA BOULEVARD
FLUSHINGTON, NY
11367

LINDA TOM
TECHNICAL SPECIALIST/CYTOLOG
DOWNSTATE MEDICAL CENTER
450 CLARKSON AVENUE
BROOKLYN, NY
11203

MRS. FELICITA TORRES
DIRECTOR/UPWARD BOUND
HOFSTRA UNIVERSITY
144 GALLON WING
HEMPSTEAD, NY
11550

JOSEPH TORRES
POVERTY LAW
BARUCH COLLEGE
17 LEXINGTON, AVENUE
NEW YORK, NY
10010

JOSE M. TORRES-SANTIAGO
ASST. PROF./BLK-P.R. STUDIES
HUNTER COLLEGE
695 PARK AVENUE, BOX 1609
NEW YORK, NY
10021

PROF. DANG TRAN
ASST. PROF./ECONOMICS
UTICA COLLEGE/SYRACUSE UNIV.
BURRSTONE ROAD
UTICA, NY
13502

RICHARD D. TRENT
PRESIDENT
MEDGAR EVERS COLLEGE
1150 CARROLL STREET
BROOKLYN, NY
11225

CHANG TU-HU
PROFESSOR/COMP. EDUCATION
COLUMBIA UNIV./TEACHER COLL.
520 WEST 120th STREET
NEW YORK, NY
10027

MR. HARRISON TUCKER
B.H.S.
BARUCH COLLEGE
17 LEXINGTON AVENUE
NEW YORK, NY
10010

PROF. RUTH C. TULLOSS
SECRETARIAL SCIENCE
NEW YORK CITY COMM. COLLEGE
300 JAY STREET
BROOKLYN, NY
11201

BURGHARDT W. TURNER
ASSISTANT PROFESSOR
SUNY AT STONY BROOK
STONY BROOK, NY
11794

JAMES TURNER
DIR./ASSOC. PROF./AFRICAN STUD.
CORNELL UNIVERSITY
310 TRIPHAMMER ROAD
ITHACA, NY
14850

MS. BRENDA E. TWIGGS
LIBRARY SCIENCE
HUDSON VALLEY COMM. COLLEGE
VANDENBURGH AVE
TROY, NY
12180

BIK-KWON TYE
BIOCHEMISTRY
CORNELL UNIVERSITY
308 WING
ITHACA, NY
14853

JAIMEE URLENBROCK
ASST. PROF./ART HISTORY
SUNY AT NEW PALTZ
NEW PALTZ, NY
12561

GEORGE D. UNGER
COORDINATOR/AFFIRMATIVE ACTION
STATE UNIVERSITY NEW YORK
AT BUFFALO
548 CAPEN HALL
BUFFALO, NY
14260

PROF. RITA URBAN-COLON
ASS. PROFESSOR/BIOLOGY
SUNY AT OLD WESTBURY
BOX 210
OLD WESTBURY, NY
11568

FERNANDO VALDIVIA
ASST. PROF./ENGLISH
ULSTER COUNTY COLLEGE
STONE RIDGE, NY
12484

SONDRA VALLE
ASST. DIR./CAREER DEVELOPMENT
DUTCHESS COMMUNITY COLLEGE
PENDELL ROAD
POUGHKEEPSIE, NY
12601

TRO VAN BUI
ANIMAL SCIENCE
CORNELL UNIVERSITY
275 MORRISON
ITHACA, NY
14853

DR. JOHN VAN BUREN
DEAN/SCHOOL OF EDUCATION
HOFSTRA UNIVERSITY
MASON HALL, ROOM 217
HEMPSTEAD, NY
11550

ALMA VARGAS
COUNSELOR, STUDENT SERVICES
LAGUARDIA COMMUNITY COLLEGE
31-10 THOMSON AVENUE
LONG ISLAND, NY
11101

DR. RANBIR VARMA
565 WEST END AVENUE
NEW YORK, NY
10024

DEAN ALEXANDER VAZQUEZ
DEAN/ADULT EDUCATION
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

PROF. JOHN VAZQUEZ
PROF./SOCIAL SCIENCE
NEW YORK CITY COMM. COLL.
300 JAY STREET
BROOKLYN, NY
11201

CAROL VAZQUEZ
ASST. PROF./PSYCHOLOGY
SUNY AT NEW PALTZ
NEW PALTZ, NY
12561

JOSE E. VEGA
ASST. PROF./ELEM. EDUC. DEPT.
SUNY AT NEW PALTZ
NEW PALTZ, NY
12561

ANTHONY VALEZ
INSTRUCTIONAL DEVELOPMENT CTR.
QUEENS COLLEGE
65-30 KISSENA BOULEVARD
FLUSHING, NY
11367

GALYN VESEY
PROFESSOR
117 SENECA DRIVE
SYRACUSE, NY
13205

HENRY VILLAREAL
ASST. DIR./MINORITY AFFAIRS
CORNELL UNIVERSITY
100 BARNES HALL
ITHACA, NY
14853

LARRY WALKER
AGRICULTURE ENGLISH
CORNELL UNIVERSITY
220 RILEY-ROBB
ITHACA, NY
14853

GLORIA J. WALTERS
DIRECTOR/FINANCIAL AID
NEW YORK LAW SCHOOL
57 WORTH STREET
NEW YORK, NY
10013

PROF. YI WANG
HISTORY
QUEENS COLLEGE
65-30 KISSENA BOULEVARD
FLUSHING, NY
11367

REV. JAMES WASHINGTON
ASST. PROF./CHURCH HISTORY
UNION THEOLOGICAL SEMINARY
3041 BROADWAY
NEW YORK, NY
10027

MR. WILLIAM WASHINGTON
INSTRUCTOR/ACADEMIC SKILLS
HUNTER COLLEGE (CUNY)
695 PARK AVENUE
NEW YORK, NY
10021

MARY WEBB
NUTRITIONIST
EFNEP/SOUTH BROOKLYN EFNEP
CORNELL UNIVERSITY
30 3rd AVENUE - RM 602
BROOKLYN, NY
11217

MRS. JOHNNIE M. VINSON
INSTRUCTOR/SECRETARIAL SCHOOL
BRYANT & STRATTON BUS. INST.
1028 MAIN STREET
BUFFALO, NY
14202

JEFFREY WALLACE
ASST. V.P./ACADEMIC AFFAIRS
SUNY AT FREDONIA
FREDONIA, NY
14063

DR. CHUN FU WANG
ASST. PROF./OBS. GYN
DOWNSTATE MEDICAL CENTER
450 CLARKSON AVENUE
BROOKLYN, NY
11203

PROF. CHERYL WARD-SIMONS
PEDIATRIC
1800 ALBANY AVENUE
BROOKLYN, NY
11210

JOHNNY WASHINGTON
ASST. PROFESSOR/PHILOSOPHY
RENSSELAER POLYTECHNIC INST.
TROY, NY
12181

PROF. BLESSIE WATKINS-MINCY
PROFESSOR/CLINICAL PSYCHOLOGY
CITY COLLEGE OF NEW YORK
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

PROF. RACHEL T. WEDDINGTON
PROF./SECONDARY EDUCATION
QUEENS COLLEGE
65-30 KISSENA BOULEVARD
FLUSHING, NY
11367

MR. JOEL WALKER
ASSOC. PROF./SOCIAL WORK
HUNTER COLLEGE/SCH. OF SC.WI
129 EAST 79th STREET
NEW YORK, NY
10021

VINCENT J. WALLACE
ASST. DIR./SPECIAL PROGRAMS
PACE UNIVERSITY
1 PACE PLAZA
NEW YORK, NY
10038

PROF. KIA K. WANG
ASSOC. PROF/GEOGRAPHY
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

MR. HERMAN A. WASHINGTON
ASSOC. PROF/DATA PROCESSING
LAGUARDIA COMMUNITY COLLEGE
31-10 THOMSON AVENUE
LONG ISLAND, NY
11101

VALERIE M. WASHINGTON
LECTURER/EARL CHILD. ED.
CITY UNIVERSITY/LEHMAN COLL.
BEDFORD PARK BLVD. WEST
BRONX, NY
10468

WILMA WATTS
ASST. PROF./NURSING
STATE UNIV. OF N.Y. AT BUFF
MAIN STREET CAMPUS, 813 TOWNE
BUFFALO, NY
14216

PROF. NONA Y. WEEKES
DIR. SUPERVISION/ADMIN. PROC
BANK STREET COLLEGE
610 WEST 112th STREET
NEW YORK, NY
10031

MR. BARRY L. WELLS
DIR./ACADEMIC ADVISING
SYRACUSE UNIVERSITY
329 HALL OF LANGUAGES
SYRACUSE, NY
13210

EVELYN WELLS
ASSOC. PROF./COMM. HUMAN SVCS.
EMPIRE STATE COLLEGE
BOX 130 OLD WESTBURY
OLD WESTBURY, NY
11568

COZETTA WESTON
ASSOC. PROF./ENG.-HUMANITIES
SUNY AT FARMINGDALE
KNAPP HALL 21
FARMINGDALE, NY
11735

DELORES WHEAT
ASST TO DIRECTOR
SYRACUSE/UNIVERSITY COLLEGE
610 EAST FAYETTE STREET
SYRACUSE, NY
13210

PROF. LOUIS A. WHEATON
PROF/AFRICANA STUDIES
HOSTOS COMMUNITY COLLEGE
475 GAND CONCOURSE
BRONX, NY
10451

BETTY C. WHITE
INSTRUCTOR/NURSING DEPARTMENT
MOLLOY COLLEGE
ROCKVILLE CENTER, NY
11570

MR. LIONEL WHITE
LIBRARY/MEDIA SERVICES
FASHION INSTITUTE/TECHNOLOGY
227 WEST 27th STREET
NEW YORK, NY
10001

PROF. MILDRED WHITE
PROF./LIBRARY
NASSAU COMMUNITY COLLEGE
GARDEN CITY, NY
11530

CAROLYN WHITLOW
INDUSTRIAL AND LAB. REL.
CORNELL UNIVERSITY
109 ILR EXT. DIV.
ITHACA, NY
14853

GWENDOLYN WITHMORE
PLACEMENT COORDINATOR
ERIE COMMUNITY COLLEGE
4140 SOUTHWESTERN BOULEVARD
ORCHARD PARK, NY
14127

MARLENE WHITTAKER
ASST./H.E.O.-FIN. AID
CITY COLLEGE
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

PROF. JEAN WILES
PROFESSOR
CITY COLLEGE
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

CLARENCE A. WILKES
DIRECTOR/FIN. AID SERVICE
CITY UNIVERSITY/LEHMAN COLLEGE
BEDFORD PARK BOULEVARD WEST
BRONX, NY
10468

PROF. AUDREY WILLIAMS
PROF/HIGHER EDUCATION
BARUCH COLLEGE
BOX 294, 17 LEXINGTON AVENUE
NEW YORK, NY
10010

BARBARA WILLIAMS
ADM. ASST/COMM. DEVELOPMENT
HOFSTRA UNIVERSITY
WELLER HALL, ROOM 207D
HEMPSTEAD, NY
11550

DARWIN WILLIAMS
DIR./MIN. EDUC. AFFAIRS
CORNELL UNIVERSITY
100 BARNES HALL
ITHACA, NY
14853

MR. DORRIS E. WILLIAMS
PROF./COOPERATIVE EDUCATION
LAGUARDIA COMMUNITY COLLEGE
31-10 THOMSON AVENUE
LONG ISLAND, NY
11101

MR. ELLWOOD WILLIAMS
MANHATTAN COMMUNITY COLLEGE
1633 BROADWAY
NEW YORK, NY
10019

EVELYN WILLIAMS
MENTOR/COMMUNITY & HUMAN SVCS.
EMPIRE STATE COLLEGE
1360 FULTON STREET
BROOKLYN, NY
11216

PROF. HENRY WILLIAMS
PROF./STUDENT PERSONNEL SVCS.
NASSAU COMMUNITY COLLEGE
GARDEN CITY, NY
11530

PROF. IRVING WILLIAMS
ASST TO THE PRESIDENT
NASSAU COMMUNITY COLLEGE
GARDEN CITY, NY
11530

JANICE WILLIAMS
DEPARTMENT OF NURSING
ADELPHI UNIVERSITY
GARDEN CITY, NY
11430

MRS. LULA G. WILLIAMS
LIBRARIAN/ENGLISH TEACHER
EDUCATIONAL OPPORTUNITY CENTER
465 WASHINGTON AVENUE
BUFFALO, NY
14203

DR. MARYSE P. WILLIAMS
RESEARCH ASSOC./ORE
N.Y. INSTITUTE OF TECHNOLOGY
P. O. BOX 170
OLD WESTBURY, NY
11568

PROF. MELVIN WILLIAMS
PROF./CONT. CIVILIZATION/HIST.
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

MS. PATRICIA H. WILLIAMS
ASST. TO PRES./PUBLIC RELATIONS
SUNY AT FARMINGDALE
PRESIDENT OFFICE-MELVILLE ROAD
FARMINGDALE, NY
11703

RUDOLPH, M. WILLIAMS
ASST DEAN/ADM. STUD. AFFAIRS
SUNY/DOWNSTATE MEDICAL CNTR.
450 CLARKSON AVENUE
BROOKLYN, NY
11203

PROF. THELMA WILLIAMS
PROF./CHEMISTRY DEPARTMENT
NEW YORK CITY COMM. COLLEGE
300 JAY STREET
BROOKLYN, NY
11201

PROF. THELMA M. WILLIAMS
PROFESSOR
MEDGAR EVERS COLLEGE
1150 CARROLL STREET
BROOKLYN, NY
11225

PROF. WILLIAM WILLIAMS
PROFESSOR/ART
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

ODELLA B. WILLIAMSON
DIRECTOR/STUDENT AFFAIRS
COLUMBIA UNIVERSITY
208 URIS/SCHOOL OF BUSINESS
NEW YORK, NY
10027

PROF. BOYDENA R. WILSON
PROF./HISTORY
QUEENSBOROUGH COMM. COLLEGE
BAYSIDE, NY
11364

PROF. DIANE WILSON
PROF./AFRO-AMER. STUDIES
NEW YORK CITY COMM. COLLEGE
300 JAY STREET
BROOKLYN, NY
11201

DR. DONALD WILSON
PROF./CHAIRPERSON-MEDICINE
SUNY DOWNSTATE MEDICAL CENTER
450 CLARKSON AVENUE
BROOKLYN, NY
11203

ED WILSON
PROF./ART HISTORY
SUNY AT BINGHAMTON
BINGHAMTON, NY
13901

GERALDINE L. WILSON
TEACHING EARLY CHILD. ED.
820 RIVERSIDE DRIVE,
NEW YORK, NY
10032

PROF. MAERUTH P. WILSON
ASST. PROFESSOR/ENGLISH
STATE UNIV. COLLEGE AT BUFFALO
1300 ELMWOOD AVENUE
BUFFALO, NY
14222

MARVIN WILSON
DEAN/DIRECTOR
SUNY AT FREDONIA
FREDONIA, NY
14063

HENRY WILSON, JR.
DEAN/CHAIRPERSON-STUDENT SVC
BARUCH COLLEGE/CUNY
17 LEXINGTON AVENUE
NEW YORK, NY
10010

MARION M. WIMBUSH
AFFIRMATIVE ACTION ASST.
SUNY STATE UNIVERSITY PLAZA
ALBANY, NY
12246

JAMES WINGATE
DIRECTOR/CONTINUING EDUC.
ONONDAGA COMMUNITY COLLEGE
ONONDAGA HILL
SYRACUSE, NY
13215

PROF. EMMA WINN
PROFESSOR/COMMUNITY HEALTH
MEDGAR EVERS COLLEGE
1150 CARROLL STREET
BROOKLYN, NY
11225

PROF. ROGER L. WITHERSPOON
SOCIAL WORK & EDUCATION
CITY UNIVERSITY/LEHMAN COLL.
BEDFORD PARK BOULEVARD WEST
BRONX, NY
10468

PROF. SAMUAL WONWINBUSH
PROF./CHEMISTRY AND PHYSICS
SUNY/COLLEGE AT OLD WESTBURY
OLD WESTBURY, NY
11568

PROF. DANNA WOOD
PROFESSOR/SOCIAL WORK
COLUMBIA UNIVERSITY
212 MCVICKAR
NEW YORK, NY
10021

OTTILIE WOODRUFF
COUNSELOR/EDUC. OPP. PROGRAM
SUNY AT FREDONIA
FREDONIA, NY
14063

CAROLYN WOODS
ASST. LIBRARIAN GOV'T. DOCS.
SUNY AT STONY BROOK
LONG ISLAND, NY
11794

DR. POWHATAN J. WOOLDRIDGE
ASSOC. PROFESSOR
SUNY AT BUFFALO
KIMBALL TOWER
BUFFALO, NY
14214

MR. HERMAN WRIGHT
CUNY BOARD OF HIGHER EDUC.
535 EAST 80th STREET
NEW YORK, NY
10021

DR. JERRY WRIGHT
ASSOC. DIR-ERIC/ASSOC. PROF.
COLUMBIA UNIV./TEACHER COLLEGE
520 WEST 120th STREET
NEW YORK, NY
10027

VINCENT WRIGHT
ASST PROFESSOR/ARTS
C. W. POST - LIU
GREENVALE, NY
11548

PROF. WILLIAM WRIGHT
LECTURER/ROMANCE & LANGUAGE
CITY COLLEGE OF NEW YORK
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

RAY WU
BIOCHEMISTRY
CORNELL UNIVERSITY
226 WING HALL
ITHACA, NY
14853

PROF. JOHN WYATT
PROF./HEALTH & PHYS. EDUC.
NEW YORK CITY COMM. COLLEGE
300 JAY STREET
BROOKLYN, NY
11201

MR. KELLY WYATT
MUSIC & SPECIAL SERVICES
HUNTER COLLEGE
695 PARK AVENUE
NEW YORK, NY
10021

PROF. NAN-LOH YANG
PROF./CHEMISTRY
COLLEGE OF STATEN ISLAND
130 STUYVESANT PLACE
STATEN ISLAND, NY
10301

NANCY YANG
PROGRAMMER/ANALYST, COMPUTER
SUNY AT PURCHASE
LINCOLN AVENUE
PURCHASE, NY
10577

PROF. MARY IY YANNI
PROF./NURSING DEPARTMENT
WAGNER COLLEGE
STATEN ISLAND, NY
10301

DR. MAN YOON
ASSOC. PROF./MGMT. CHAIRMAN
GRADUATE SCHOOL OF BUSINESS
FORDHAM UNIVERSITY
NEW YORK, NY
10023

DR. ALFRED YOUNG
104 MERMEN DRIVE
DEWITT, NY
13214

MR. ANDY YU
ANALYSIS PROGRAMMER
HOFSTRA UNIVERSITY
WELLER ANNEX, ROOM 103A
HEMPSTEAD, NY
11550

PROF. EMMA L. YU
PROF./LIBRARY SCIENCE
BROOKLYN COLLEGE
BEDFORD AVENUE & AVENUE H
BROOKLYN, NY
11210

HANSEN YUAN
ASSOC. PROF./ORTHOPEDICTARY
SUNY/UPSTATE MEDICAL CENTER
SYRACUSE, NY
13210

STELLA ZAHN
CAREER COUNSELING
CITY COLLEGE
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

PROF. RAFAEL ZAMBRANA
PROFESSOR
MEDGAR EVERS COLLEGE
1150 CARROLL STREET
BROOKLYN, NY
11225

MS. ANA C. ZENTELLA
ASST. PROF./BLACK & P.R. STU
HUNTER COLLEGE
695 PARK AVENUE
NEW YORK, NY
10021

PROF. JACQUES ZEPHIR
PROF./FRENCH LAGN/LITERATURE
CITY COLLEGE CUNY
CONVENT AVENUE & 138th STREET
NEW YORK, NY
10031

PROF. JAPHET ZWANA
PROF./SOCIAL SCIENCES
SUNY AT ALBANY--SS367
1400 WASHINGTON AVENUE
ALBANY, NY
12222

DIRECTORY OF NONWHITE HIGHER EDUCATION
PROFESSIONALS IN NEW JERSEY

DR. OSMAN AHMED
ASST. PROF./ENG. SC.
SOMMERSET COUNTY COLLEGE
P. O. BOX 3300
SOMMERVILLE, NJ
08876

PROF. SERAFIN ALEMAN
PROF./FOREIGN LANGUAGES
KEAN COLLEGE OF NEW JERSEY
UNION, NJ
07083

MR. BENJAMIN ALICEA
DIRECTOR OF URBAN STUDIES
NEW BRUNSWICK SEMINARY
17 SEMINARY PLACE
NEW BRUNSWICK, NJ
08901

REV. EDWARD ALLEN
SPECIAL SERVICES ADVISOR
ST. PETER'S COLLEGE
2641 KENNEDY BOULEVARD
JERSEY CITY, NJ
07306

MR. FRANK ALSTON
ASST. DIR./UPWARD BOUND
BLOOMFIELD COLLEGE
BLOOMFIELD, NJ
07003

MR. LONNIE ALSTON
COOPERATIVE EDUCATION
BURLINGTON COUNTY COLLEGE
PEMBERTON-BROWNS MILLS ROAD
PEMBERTON, NJ
08068

DR. AMAR D. AMAR
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

DR. SHAHLA ANAND
ASST. PROF./ENGLISH
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

PROF. CHARLES ANDERSON
RUTGERS UNIV./LIVINGSTON COLLEGE
NEW BRUNSWICK, NJ
08903

ROBERT ANDERSON
ASST. DIRECTOR
ECF PROGRAM
STOCKTON STATE COLLEGE
POMONA, NJ
08240

KWAKU ARMAH
PROGRAM OFFICER
DEPARTMENT OF HIGHER EDUC.
P. O. BOX 1417
TRENTON, NJ
08625

PROF. CARLETTA H. ASTON
PROF./SPEECH
RUTGERS UNIV./DOUGLASS
COLLEGE
NEW BRUNSWICK, NJ
08903

FAY AUSTIN
ASST. CATALOG LIBRARIAN
JERSEY CITY STATE COLLEGE
IRWIN 131
JERSEY CITY, NJ
07205

DIANE L. BANKS
DIR./PLACEMENT SERVICES
MERCER COUNTY COMM. COLLEGE
1200 OLD TRENTON ROAD
TRENTON, NJ
08690

MS. MERCEDES BASADRE
SPECIAL PROJECTS COORDINATOR
MIDDLESEX COUNTY COLLEGE
EDISON, NJ
08817

ADELAIDE B. BASH
ASSOC. PFO./NURSING
BERGEN COMMUNITY COLLEGE
400 PARAMUS ROAD
07652

MR. ROBERT BAYLOR
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

MR. TERRY BENJAMIN
COUNSELOR/EOF
1033 SPRINGFIELD AVENUE
CRANFORD, NJ
07016

MS. CONNIE BENTLEY-BEMBRY
COORDINATOR/EMPLOYEE RELATIONS
JERSEY CITY STATE COLLEGE
JERSEY CITY, NJ
07305

JACK M. BERNARDO
INSTRUCTOR/POL. SCIENCE
STOCKTON STATE COLLEGE
COLLEGE DRIVE
POMONA, NJ
08340

PROF. LEONARD L. BETHEL
ASSOC. PROF./AFRICANA
STUDIES
RUTGERS COLLEGE
NEW BRUNSWICK, NJ
08903

MR. EMMETT BIVINS
ASST. DIR./FINANCIAL AID
OCEAN COUNTY COLLEGE
TOMS RIVER, NJ
08753

PROF. RICHARD L. BOLDEN
PROF./POL. SCI. & AFRO.
RUTGERS UNIVERSITY
175 UNIVERSITY AVENUE
NEWARK, NJ
07102

PATRICIA BOOKHART
ASST. PROF./SOCIAL WORK
RICHARD STOCKTON STATE COLLEGE
POMONA, NJ
08340

SHERLE BOONE
ASST. PROF./PSYCHOLOGY
WILLIAM PATERSON COLLEGE
WAYNE, NJ
07470

PROF. GLORIA BOSEMAN
PROFESSOR/NURSING
STATE NORMAL PLACE 9
JERSEY CITY, NJ
07305

MR. MCKINLEY BOSTON
DIR./CAMPUS RECREATION
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

ENRIQUE BRAVO
ASST. PROF./HUMANITIES
PASSAIC COUNTY COMM. COLLEGE
COLLEGE BOULEVARD
PATTERSON, NJ
07509

MR. ALFRED BRIDGES
DIRECTOR OF ADMISSIONS
TRENTON STATE COLLEGE
P. O. BOX 940, GREEN HALL
TRENTON, NJ
08625

AUDLEY BRIDGERS
ASST. DIR./ADMISSIONS
KEAN COLLEGE OF NEW JERSEY
UNION, NJ
07083

MS. MARLA BRINSON
MIDDLESEX COUNTY COLLEGE
EDISON, NJ

MR. LUTHER M. BROWN
PROF./SOCIOLOGY
RUTGERS UNIVERSITY
CAMDEN ARTS & SCIENCE
CAMDEN, NJ
08102

PROF. LUTHER M. BROWN
PROF./CLINICAL CASEWORK
RUTGERS UNIVERSITY
CAMDEN COLLEGE OF ARTS & SCIS.
CAMDEN, NJ
08102

MS. VENOREEN BROWNE
STUDENT PERSONNEL & COUNSELING
RUTGERS UNIVERSITY
DOUGLASS COLLEGE
15G BARRETT DRIVE
KENDALL PRK, NJ
08824

RICHARD BUNCAMPER
PROF./FINE ARTS
KEAN COLLEGE OF NEW JERSEY
UNION, NJ
07083

MRS. YVONNE BURTON
ASSOC. DIR./E.O.F.
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

JOHN L. CALLAWAY, III
ASST. DIR./ADMISSIONS
DREW UNIVERSITY
95 WASHINGTON STREET, APT. 5C
EAST ORANGE, NJ
07017

MARIA J. CANINO
ACT CHAIRPERSON/P.R. STUD.
RUTGERS UNIVERSITY
LIVINGSTON COLLEGE
NEW BRUNSWICK, NJ
08903

MS. MAGDA CARABALLO
BILINGUAL COUNSELOR
UNION COLLEGE
1033 SPRINGFIELD AVENUE
CRANFORD, NJ
07016

MR. C. B. CARGILE, JR.
DIRECTOR OF PERSONNEL
OCEAN COUNTY COLLEGE
TOMS RIVER, NJ
08753

DELORES CARPENTER
ASSOC. DEAN/TECH. PROG.
ESSEX COUNTY COMM. COLLEGE
303 UNIVERSITY AVENUE
NEWARK, NJ
07102

ALFRED CARTER
INSTRUCTOR/HUMANITIES DIV.
MERCER COUNTY COMM. COLLEGE
1200 OLD TRENTON ROAD
TRENTON, NJ
08690

MR. RONALD CARTER
COOR./VETERANS AFFAIRS
JERSEY CITY STATE COLLEGE
2039 KENNEDY BOULEVARD
JERSEY CITY, NJ
07305

MS. ROSE A. CARTER
PROF./SOCIAL WORK
RUTGERS UNIVERSITY
CAMDEN ARTS & SCIENCE
CAMDEN, NJ
08102

MR. ALONZO CARTLIDGE
DIR. OF S.A./COLLEGE CNTR.
SOMMERSET COUNTY COLLEGE
P. O. BOX 3300
SOMMERVILLE, NJ
08876

GEORGE CAVE
INSTRUCTOR/ECONOMICS
PRINCETON UNVIERSITY
110 EAST STANWORTH DRIVE
PRINCETON, NJ
08540

MR. ROBERT CEDENO
PERSONNEL OFFICER I
KEAN COLLEGE OF NEW JERSEY
UNION, NJ
07083

MS. DEBORAH CHAINEY
LIBRARY SUPERVISOR III
RUTGERS UNIVERSITY
DOUGLASS COLLEGE
NEW BRUNSWICK, NJ
08903

PROF. MARIAM T. CHAPLIN
ASSOCIATE PROF./EDUCATION
RUTGERS UNIVERSITY
CAMDEN COLLEGE OF ARTS/
SCIENCE
CAMDEN, NJ
08102

COREY CHASE
ASST. DIR./STUDENT SERVICES
JERSEY CITY STATE COLLEGE
JERSEY CITY, NJ
07305

S. I. CHENG
PROFESSOR/MAE
PRINCETON UNIVERSITY
PRINCETON, NJ
08540

DR. JOAN CHEU
ASST. PROF./PSYCHOLOGY
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07044

MR. JON L. CLAYBORNE
LIBRARIAN III IRWIN
JERSEY CITY STATE COLLEGE
JERSEY CITY, NJ
07305

NORMA CLAYTON
ADJUNCT INST./SOCIOLOGY
OCEAN COUNTY COLLEGE
TOMS RIBER, NJ

LOLITA CLYBURN
COUNSELOR/EOF PROGRAM
FAIRLEIGH DICKINSON
UNIVERSITY
RUTHERFORD, NJ
07070

DR. JEWELL P. COBB
DEAN OF DOUGLASS COLLEGE
RUTGERS UNIVERSITY
DOUGLASS COLLEGE
NEW BRUNSWICK, NJ
07803

DR. HENRY L. CODY
33 STONEHENGE DRIVE
WAYSIDE, NJ
07712

MS. MARGAREE COLEMAN
COORD./STAFF DEVELOPMENT
MONTCLAIR STATE COLLEGE
NORMAL AVENUE
UPPER MONTCLAIR, NJ
07043

MRS. ADELE R. COLLIER
EXTENSION HOME ECONOMIST
PASSAIC COUNTY EXTEN. SVCS.
317 PENNSYLVANIA AVENUE
PATERSON, NJ
07503

CATHERINE CORNWELL-JONES
ASST. PROF./PSYCHOLOGY
PRINCETON UNIVERSITY
PRINCETON, NJ
08544

MR. ELMO CROCKER
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043
07043

DAVID CROOMS
PROGRAM ANALYST/EOF
N.J. DEPT. OF HIGHER ED.
1474 PROSPECT STATE
TRENTON, NJ
08625

PRO. FRANCES L. CURTIS
PROFESSOR/NURSING
JERSEY CITY STATE COLLEGE
STATE NORMAL PLACE 9
JERSEY CITY, NJ
07305

LAWRENCE D'OYLEY
DIR./SPECIAL STUDENT SERVICE
BURLINGTON COUNTY COLLEGE
PEMBERTON BROWNS-MILLS
ROAD
PEMBERTON, NJ
08068

PROF. MERVYN D'SOUZA
DR./PHIL & RELIGION
KEAN COLLEGE OF NEW JERSEY
MORRIS AVENUE
UNION, NJ
07083

PROF. JOSEPH S. DARDEN
PROF./HEALTH & RECREATION
KEAN COLLEGE OF NEW JERSEY
UNION, NJ
07083

DR. FRANCIS DAVIS
PROF. OF DENTISTRY
SCHOOL OF
2 WOODHILL DRIVE
MAPLEWOOD, NJ
07040

PROF. GERALD DAVIS
PROF./AFRICANA STUDIES
RUTGERS UNIV./LIVINGSTON
COLLEGE
NEW BRUNSWICK, NJ
08903

HECTOR L. DELGADO
ASSISTANT DEAN
PRINCETON UNIVERSITY
PRINCETON, NJ
08540

DR. RAMON DELGADO
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

DR. GLORIA DICKINSON
CHAIRPERSON/AMERICAN STUD.
P. O. BOX 940, HOLMAN HALL
TRENTON, NJ
08625

DAVID WE DICKSON
PRESIDENT
MONTCLAIR STATE COLLEGE
07043

MS. BERTHA DIGGS
ASST. TO THE DIRECTOR
FAIRLEIGH DICKENSON UNIV.
TEANECK-HACKENSACK CAMPUS
TEANECK, NJ
07666

PROF. RUTH F. DION
ASST. PROF./ACADEM. FOUND.
CAMDEN COLLEGE/ARTS & SCI.
RUTGERS UNIVERSITY
CAMDEN, NJ
08102

DR. CLARKE DOUGLASS
DIRECTOR/EOF
GLASSBORO STATE COLLEGE
GLASSBORO, NJ
08028

MR. ROBERT DRAKE
EDUCATIONAL ADVISING
TRENTON STATE COLLEGE-HUB
P. O. BOX 940
TRENTON, NJ
08625

HENRY DREWRY
LECTURER/PROFESSOR-HISTORY
PRINCETON UNIVERSITY
PRINCETON, NJ
08544

JOHN C. DUNCAN, SR.
SENIOR BUYER/ACCOUNTING
UNIVERSITY COLLEGE/RUTGERS
100 MIDLAND AVENUE
MONTCLAIR, NJ
07042

PROF. PATRICIA DUNN
PROFESSOR
RUTGERS UNIVERSITY
NEW BRUNSWICK, NJ
08903

FRANK DUROY
BIOLOGY/BILINGUAL ED.
ESSEX COUNTY COMM. COLL.
303 UNIVERSITY AVENUE
NEWARK, NJ
07102

ETHEL EADDY
ACADEMIC ADVISOR/PLACEMENT
KEAN COLLEGE OF NEW JERSEY
UNION, NJ 07083

MR. LARRY EADIE
RECRUITMENT AND ADMISS.
N.J. INSTITUTE OF TECH.
323 HIGH STREET
NEWARK, NJ
07102

DEAN SYLVIA EDGE
HEALTH TECH. DIVISION
ATLANTIC COMMUNITY COLL.
BLACK HORSE PIKE
MAYS LANDING, NJ
08330

ANGEL EGUARAS, JR.
ASST. PROF./DEVE. STUDY
SVCS.
MIDDLESEX COUNTY COLLEGE
EDISON, NJ
08817

MS. MICAELA ESCUDERO
ASST. PROF./REHABILITATION
SVCS.
MIDDLE SEX COUNTY COLLEGE
EDISON, NJ
08817

PROF. EARL V. FARROW
PROFESSOR
RUTGERS UNIVERSITY
LIVINGSTON COLLEGE
NEW BRUNSWICK, NJ
08903

MS. GAYLE R. FORD
ACADEMIC ADVISOR/HEPBURN
207
JERSEY CITY STATE COLLEGE
JERSEY CITY, NJ
07305

GLORIA FREEMAN
REGISTRAR/ACADEMIC AFFAIRS
ESSEX COUNTY COLLEGE
303 UNIVERSITY AVENUE
NEWARK, NJ
07079

MR. WILLIAM A. FRITZ
ASST. PROF./HEALTH & PHY.
GLASSBORO STATE COLLEGE
GLASSBORO, NJ
08028

PROF. CATHERINE GAINES
EARLY CHILDHOOD
KEAN COLLEGE NEW JERSEY
UNION, NJ
07083

MELVIN L. GARY
ASSOC. PROF./PSYCHOLOGY
LIVINGSTON COLLEGE/RUTGERS U.
NEW BRUNSWICK, NJ
08903

MR. EDWIN ESPINOSA
E.O.F. OFFICER
ESSEX COUNTY COLLEGE
NEWARK, NJ
07102

PROF. CHARLEY FLINT
INSTRUCTOR/SOCIOLOGY
LIVINGSTON COLLEGE
RUTGERS UNIVERSITY
NEW BRUNSWICK, NJ
08903

DR. LUIS FORRESECA
DR./ORAL DIAGNOSIS DEPT.
CAMDEN J. DENTAL SCHOOL
100 BERGAN STREET
NEWARK, NJ
07103

WILLIAM P. FREEMAN
DIRECTOR/UPWARD BOUND
NJ INSTITUTE OF TECHNOLOGY
323 HIGH STREET
NEWARK, NJ
07102

WILLIAM P. FREEMAN
DIRECTOR/UPWARD BOUND
N.J. INSTITUTE OF TECHNOLOGY
323 HIGH STREET
NEWARK, NJ
07102

NORMA L. GAINES
ASSISTANT INSTRUCTOR
SALEM COMMUNITY COLLEGE
P. O. BOX 551
PENNS GROVE, NJ
08069

KENNETH F. GEIGEL
REGISTRAR
LIVINGSTON COLLEGE
ASB, BUSCH-RUTGERS UNIV.
NEW BRUNSWICK, NJ
08903

KATHY EVANS
COORD./RECRUIT. & ADMISSIONS
N.J. INSTITUTE OF TECHNOLOGY
323 HIGH STREET
NEWARK, NJ
07102

MS. ANGELA FONTAN
COUNSELING
THOMAS A. EDISON COLLEGE
666 PARK AVENUE
EAST ORANGE, NJ
07017

PROF. EVERRETT J. FREEMAN
PROFESSOR
RUTGERS UNIV./UNIV. COLLEGE
NEW BRUNSWICK, NJ
08903

GRACE I. FRIEDMAN
PROGRAM OFFICE
DEPARTMENT OF HIGHER EDUCATION
225 WEST STATE STREET
TRENTON, NJ
08625

MR. YVONNE GADDIS
DIRECTOR/E.O.F.
CALDWELL COLLEGE
RYERSON AVENUE
CALDWELL, NJ
07006

JOHN GARCIA
SPANISH/BILINGUAL EDUCATION
ATLANTIC COMMUNITY COLLEGE
BLACK HORSE PIKE
MAYS LANDING, NJ
08330

MR. LEON GENCIANA
ACADEMIC COUNSELING
THOMAS A. EDISON COLLEGE
101 WEST STATE STREET
TRENTON, NJ
08608

MS. FLORELIZA GERGORIO
ACCOUNTANT II
JERSEY CITY STATE COLLEGE
JERSEY CITY, NJ
07305

RICH GHEUNG
INTRAMURAL ATH/REC.
STOCKTON STATE COLLEGE
JIM LEEDS ROAD
POMONA, NJ
08240

MS. CAROLYN GIBSON
CURRICULUM DEVELOPMENT SPEC. AL
RUTGERS UNIVERSITY
132 GEORGE STREET
NEW BRUNSWICK, NJ
08903

PROF. WILLIAM H. GIBSON
PROF./BIOLOGICAL SCIENCES
DOUGLASS COLLEGE
NEW BRUNSWICK, NJ
08903

MR. EDUARDO GIL
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

PROF. HAYWARD GILL
PASSAIC COUNTY COMM. COLLEGE
COLLEGE BOULEVARD
PATERSON, NJ
07409

JESSIE GIST
ADMINISTRATION
PASSAIC COUNTY COMM. COLLEGE
COLLEGE BOULEVARD
PATERSON, NJ
07509

WILLIAM GLOVER
VICE PRESIDENT/OPERATIONS
N.J. INSTITUTE OF TECH.
323 HIGH STREET
NEWARK, NJ
07102

MS. FAITHE GOMEZ
DIRECTOR/UPWARD BOUND
BLOOMFIELD COLLEGE
BLOOMFIELD, NJ
07003

MS. REQUAL GOZALEZ
E.O.E. ADVISOR
ESSEX COUNTY COLLEGE
303 UNIVERSITY AVENUE
NEWARK, NJ
07102

REINALDO GONZALEZ
INSTRUCTOR/MODERN OANGUAGE
MIDDLESEX COUNTY COLLEGE
EDISON, NJ
08873

MS. FANNIE GORDON
ASST. PROFESSOR
MIDDLESEX COUNTY COLLEGE
EDISON, NJ
08873

PROF. LEON GREEN
PROFESSOR
RUTGERS UNIVERISTY
GRAD. SCH. APPL. & PRO. PSYCH.
NEW BRUNSWICK, NJ
08903

PROF. MILDRED GREEN
ASSISTANT DEAN
SUFFOLK COMMUNITY COLLEGE
533 COLLEGE ROAD
SELDEN, NJ
17784

PROF. PHYLLIS GREEN
PROF./PUBLIC POLICY ANALYSIS
RUTGERS UNIV./COOK COLLEGE
NEW BRUNSWICK, NJ
08903

MR. MELVIN GREGORY
COUNSELOR
ATLANTIC COMM. COLLEGE
ATLANTIC CITY BRANCH CAMPUS
ATLANTIC CITY, NJ
08401

DIANE A. GREY
ASST. PROF./PSYCHOLOGY
WILLIAM PATERSON COLLEGE
WAYNE, NJ
07470

DINAH GRIGGSBY
COUNSELOR/SPECIAL SERVICES
ATLANTIC COMMUNITY COLLEGE
BLACK HORSE PIKE
MAYS LANDING, NJ
08330

DR. BENJAMIN HADIS
ASST. PROF./SOCIOLOGY
MONTCLAIR STATE COLLEGE
NORMAL AVENUE & VALLEY ROAD
UPPER MONTCLAIR, NJ
07042

PROF. ALEXANDER HALL
PROF./EARTH AND PLANET
KEAN COLLEGE OF NEW JERSEY
UNION, NJ
07083

DULBIN J. HALL
BUSINESS ACCOUNTING
ATLANTIC COMMUNITY COLLEGE
BLACK HORSE PIKE
MAYS LANDING, NJ
08330

CAROLYN HAMILTON
STUDENT ADVISOR
RICHARD STOCKTON STATE COLLEGE
POMONA, NJ
08240

HAZEL HARRINGTON
ASST. DIR./FISCAL AFFAIRS
N.J. DEPT. OF HIGHER EDUCATION
225 WEST STATE STREET
TRENTON, NJ
08625

MS. DOLORES M. HARRIS
DIR./CONTINUING EDUCATION
GLASSBORO STATE COLLEGE
TRIAD BUKLDING
GLASSBORO, NJ
08028

JEROME C. HARRIS
ASSOC. DIR./BUDGET OFFICE
N.J. DEPT. OF HIGHER EDUC.
225 WEST STATE STREET
TRENTON, NJ
08625

PATRICIA A. HARRIS
SPECIAL ASST./EMPLOYEE REL.
DEPARTMENT OF HIGHER EDUC.
225 WEST STATE STREET
TRENTON, NJ
08625

LILLIE HARRISTON
COUNSELOR/COUNSELING CENTER
FAIRLEIGH DICKINSON UNIVERSITY
1000 RIVER ROAD
TEANECK, NJ
07666

PROF. ANNIE HART
ASST. PROFESSOR/P.E.
RUTGERS UNIVERSITY
CAMDEN COLLEGE/ARTS & SCIENCE
THIRD AND LINDEN
CAMDEN, NJ
08103

MS. MARLENE HARVEY
PSYCHIATRIC NURSING
169 TRYON AVENUE EAST
TEANECK, NJ
07666

PROF. MICHAEL HAWKINS
PROFESSOR
RUTGERS UNIVERSITY
LIVINGSTON COLLEGE
NEW BRUNSWICK, NJ
08903

PROF. LEOLA HAYES
PROF./SPECIAL EDUCATION
WILLIAM PATERSON COLLEGE
300 POMPTON ROAD
WAYNE, NJ
07507

PROF. PEARL HEDGSPETH
PROF./BUSINESS EDUCATION
PASSAIC COUNTY COMM. COLLEGE
COLLEGE BOULEVARD
PATERSON, NJ
07509

DOROTHY HEMBY
COLLEGE COUNSELOR
PASSAIC COUNTY COMM. COLLEGE
COLLEGE BOULEVARD
PATERSON, NJ
07509

MR. ARNOLD HENCE
MIDDLESEX COUNTY COLLEGE
EDISON, NJ
08817

RICHARD HENDERSON
JOB DEVELOPER/CAREER PLCMNT.
FAIRLEIGH DICKINSON UNIV.
TEANECK, NJ
07666

BERNARD B. HENSON, JR.
ASSOC. DIR./EDUCATION OPP. FUND
ESSEX COUNTY COLLEGE
303 UNIVERSITY AVE. RM 41000
NEWARK, NJ
07050

MR. EARL W. HINTON
ASST. TO PRESIDENT/
MIN. AFFAIRS
GLASSBORO STATE COLLEGE
GLASSBORO, NJ
08028

DR. TING HO
MUSIC THEORY
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

MR. JOSEPH JOHNSON
ASSOC. PROF./LITERATURE
RAMPO COLLEGE OF NEW JERSEY
505 RAMAPO VALLEY ROAD
MAHWAH, NJ
07430

PROF. LAWRENCE N. HOUSTON
PROF./AFRICAN STUDIES
RUTGERS UNIVERSITY
DOUGLASS COLLEGE
NEW BRUNSWICK, NJ
08903

A. LEE HOXTER
PROFESSOR OF PSYCHOLOGY
STOCKTON STATE COLLEGE
POMONA, NJ
08240

LEON HUGHES
DIRECTOR, COUNSELING
GLOUCESTER COUNTY COLLEGE
TANYARD & SALINA ROAD
SEWELL, NJ
08080

MR. HUMPHREY HUSBANDS
INSTRUCTOR/ECONOMICS
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

DR. ARTURO ILLAS
FOREIGN LANG. DEPT.
GLASSBORO STATE COLLEGE
GLASSBORO, NJ
08028

EDISON JACKSON
ADMINISTRATIVE COUNSELING
ESSEX COMMUNITY COLLEGE
303 UNIVERSITY AVENUE
NEWARK, NJ
07102

PROF. PETER JACKSON
PROFESSOR/ECONOMICS
RUTGERS UNIVERSITY
NEWARK COLLEGE/ARTS & SCIENCE
NEWARK, NJ
07102

DR. WENDELL A. JEANPIERRE
CHAIRMAN/BLACK STUDIES DEPT.
RUTGERS-THAT STATE UNIVERSITY
CONKLIN HALL-ROOM 418
NEWARK, NJ
07102

PROF. ONILDA JIMENEZ
ASST. PROF./MODERN LANG.
JERSEY CITY STATE COLLEGE
2039 KENNEDY BOULEVARD
JERSEY CITY, NJ
07305

PROF. WALTON R. JOHNSON
PROFESSOR
RUTGERS UNIVERSITY
LIVINGSTON COLLEGE
NEW BRUNSWICK, NJ
08903

MRS. NYLDA HUSLIN
READING CENTER
RIDER COLLEGE
TRENTON, NJ
08602

DEAN BARRY JACKSON
DEAN
N.J. SCHOOL OF ARCHITECTURE
323 HIGH STREET
NEWARK, NJ
07102

JACQUELYN N. JACKSON
CHAIRPERSON/PSYCHOLOGY
JERSEY CITY STATE COLLEGE
SCIENCE 432
JERSEY CITY, NJ
07305

PROF. NAVITA C. JAMES
HUMAN COMMUNICATION DEPT.
RUTGERS UNIVERSITY
101 VAN DYCK HALL
NEW BRUNSWICK, NJ
08903

MR. MIKE JEFFERSON
ADMINISTRATOR/COUNSELOR
CAMDEN COUNTY COMM. COLLEGE
P. O. BOX 200
BLACKWOOD, NJ
08012

DR. AUDREY JOHNSON
GRADUATE SCHOOL
TRENTON STATE COLLEGE
P. O. BOX 940
TRENTON, NJ
08625

PROF. JOSEPH A. JOHNSON, III
PROFESSOR/PHYSICS
RUTGERS UNIVERSITY
RUTGERS COLLEGE
NEW BRUNSWICK, NJ
08903

MR. WILLIAM HUTCHINS, JR.
PROGRAMS COUNSELOR
STEVEN INSTITUTE OF TECHNOLOGY
CASTLE POINT STATION
HOBOKEN, NJ
07030

DR. CURTIS JACKSON
DIR./INTR-COLEGIATE ACADEMIC
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

JANICE EH JACKSON
COORD./STUDENT SERVICES
KEAN COLLEGE OF NEW JERSEY
COUNSELING CENTER
UNION, NJ
07083

PROF. ROMANDO W. JAMES
RUTGERS UNIV./COOK COLLEGE
AGRI, RES. AND EXT.
NEW BRUNSWICK, NJ
08903

SANDRA JENKINS-GAINES
CAREER COUNSELOR
DOUGLASS COLLEGE-RUGERS UNIV.
61 NICHOL AVENUE
NEW BRUNSWICK, NJ
08903

MR. REUBEN JOHNSON
DIRECTOR/EDUCATION OPP. FUND
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

PROF. BERNICE R. JONES
PROF./ADMINISTRATION
RUTGERS UNIVERSITY
DANA LIBRARY
NEWARK, NJ
07102

PROF. BETTY H. JONES
PROFESSOR/ENGLISH
RUTGERS UNIVERSITY
CAMDEN COLLEGE OF ARTS & SCI.
CAMDEN, NJ
08102

PROF. BRENDA JOYCE
LECTURER/COMMUNITY DEVEL.
RUTGERS UNIV. LIVINGSTON COLL.
LSH 8243 KILMER
NEW BRUNSWICK, NJ
08903

RUBIN E. JOYNER, JR.
DIRECTOR/EOF
MONMOUTH COLLEGE
CEDAR & NORWOOD AVENUE
WEST LONG BRANCH N.J.
07764

JOE SUNG KANG
ASST. DIR./HOUSING OFFICE
KEAN COLLEGE OF NEW JERSEY
KEAN COLLEGE, HOUSING OFFICE
UNION, NJ
07083

MELVINIA KENNEDY
CUMBERLAND COUNTY COLLEGE
P. O. BOX 517
VINELAND, NJ
08360

PROF. YOUN SUK KIM
PROF./ECO. GEO. & MANAGEMENT
KEAN COLLEGE OF NEW JERSEY
UNION, NJ
07083

DR. HARRY W. KINGSLOW, M.D.
DIRECTOR/HEALTH SERVICES
ESSEX COUNTY COLLEGE
303 UNIVERSITY AVENUE
NEWARK, NJ
07102

PROF. ROY A. KIRKLEY, SR.
PROF./LABOR-IMLR
RUTGERS UNIVERSITY
RYDERS LANE
NEW BRUNSWICK, NJ
07102

GLAWN LANG
PROGRAM ASSOCIATE/EOF
N.J. DEPT. OF HIGHER EDUC.
1 QUAKERBRIDGE PLAZA
TRENTON, NJ
08625

RICHARD LASHLEY
DIRECTOR/EDUCATIONAL OPP. FUND
HUDSON COUNTY COMM. COLLEGE
8511 TONNELE AVENUE
NORTH BERGEN, NJ
07047

MR. LINCOLN LAWRENCE
OFFICE OF THE DEAN
RUTGERS UNIVERSITY
NEWARK, NJ
07102

MARCOS LEIDERMAN
GRAD. SCHOOL OF SOCIAL WORK
RUTGERS UNIVERSITY
NEW BRUNSWICK, NJ
08903

PROF. STEPHANIE D. LETT
PROF./LATIN AMERICAN LIT.
RUTGERS UNIV./LIVINGSTON COLL.
NEW BRUNSWICK, NJ
08903

MS. MERYL T. LEVY
ASST. PROF./THEATER
STOCKTON STATE COLLEGE
POMONA, NJ
08240

MS. MAXINE LISBOA
MIDDLESEX COUNTY COLLEGE
EDISON, NJ
08818

MR. PHIL LITTERJOHN
DIRECTOR/AFFIRMATIVE ACTION
FAIRLEIGH DICKINSON UNIV.
RUTHERFORD, NJ
07070

PROF. JEAN LLOYD
ASST. PROF./SOCIOLOGY
RUTGERS UNIVERSITY
UNIVERSITY COLLEGE
NEWARK, NJ
07102

JOSEPHINE LOCKETTE
E.O.F. DIRECTOR
EOF PROGRAM
CUMBERLAND COUNTY COLLEGE
P. O. BOX 517
VINELAND, NJ
08360

EDWIN LOH
ASST. PROF./PHYSICS
P. O. BOX 708
PRINCETON, NJ
08544

MR. NATHANIEL LOMAX
DIR./SECURITY POLICE
TRENTON STATE COLLEGE
P. O. BOX 940
TRENTON, NJ
08625

MS. IRMA LORENZ
EOF/UP COORDINATOR
BURLINGTON COUNTY COLLEGE
PEMBERTON-BROWNS MILLS ROAD
PEMBERTON, NJ
08068

PETER D. LU
ELECTRICAL ENGINEER
PRINCETON UNIVERSITY
MACMILLAN BUILDING, P.U.
PRINCETON, NJ
08540

DR. BRZ MACEDO
ASSOC. PROF./BIOLOGY
NEW JERSEY DENTAL SCHOOL
100 BERGEN STREET
NEWARK, NJ
07103

DR. WILLIAM MASON
ASST. PROFESSOR
WILLIAM PATERSON COLLEGE
300 POMPTON ROAD
WAYNE, NJ
07470

VERNON MCCLEAN
ASSOC. PROF./AFRO-AMERICAN ST.
WILLIAM PATERSON COLLEGE
WAYNE, NJ
07470

SAMUEL MCGHEE
DIRECTOR, ADMISSIONS
JERSEY CITY STATE COLLEGE
JERSEY CITY, NJ
07305

ROBERT MCMILLAN
PSYCHOLOGIST-HEALTH SRVS.
ESSEX COUNTY COLLEGE
303 UNIVERSITY AVENUE
NEWARK, NJ
07102

DR. ENRIQUE MENOCAL
TRENTON STATE COLLEGE
P. O. BOX 940, GREEN HALL
TRENTON, NJ
08625

MS. ANGELO LUGO
MIDDLESEX COUNTY COLLEGE
EDISON, NJ
08817

PROF. RICHARD D. MARSHALL
PROF./ADMINISTRATION
RUTGERS UNIVERSITY
GRAD. SCHOOL OF BUS. ADMIN.
NEWARK, NJ
07102

PROF. WANDA MAXIMLIEN
PROFESSOR/MUSIC
RUTGERS UNIVERSITY
RUTGERS COLLEGE
NEW BRUNSWICK, NJ
08903

WALTER MCDANIEL
RESEARCH & EVALUATION
ATLANTIC COMMUNITY COLLEGE
BLACK HORSE PIKE
MAYS LANDING, NJ
08330

KEN MCGILL
COORDINATOR/STUDENT ACTS.
GALSSBORO STATE COLLEGE
STUDENT CENTER, RT. 322
GALSSBORO, NJ
08028

DR. FRED MEANS
ASSISTANT DEAN
JERSEY CITY STATE COLLEGE
JERSEY CITY, NJ
07305

MR. PETER MERCADO
DIRECTOR
STUDENT DEVELOPMENT
STOCKTON STATE COLLEGE
POMONA, NJ
08240

DR. REGIONALD K. LUKE
MIDDLESEX COUNTY COLLEGE
EDISON, NJ
08817

DR. AFEWORK MASCIO
ASST. PROF./BIOLOGICAL SCIENCE
DREW UNIVERSITY
HALL OF SCIENCE-40
MADISON, NJ
07940

PROF. HAROLD A. MCDOUGALL
PROFESSOR
NEWARK LAW SCHOOL/RUTGERS UNIV.
15 WASHINGTON STREET
NEWARK, NJ
07102

ADRIENNE MCGAHEE-BARNES
EOF COUNSELOR
COLLEGE OF SAINT ELIZABETH
CONVENT STATION, NJ
07961

MRS. ELLAWESE B. MCLENDON
EXTENSION HOME ECONOMIST
RUTGERS UNIVERSITY
300 NORTH AVENUE, EAST
NEW BRUNSWICK, NJ
09803

GUSTAVO A. MELLANDER
PRESIDENT
PASSAIC COUNTY COLLEGE
COLLEGE BOULEVARD
PATERSON, NJ
07509

DR. THOMAS MILLARD
ASST. PROF./EDUC. & SOC. WORK
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

MRS. HENRY K. MILLER
ASSOCIATE-RECORDING SECRETARY
PRINCETON UNIVERSITY
135 MCCOSH CIRCLE
PRINCETON, NJ
08540

CARMEN MIRANDA-JONES
COORDINATOR/ABE-GED-BILIN.
SALEM COMMUNITY COLLEGE
P. O. BOX 551
PENNS GROVE, NJ
08069

PROF. ANGELA F. MOORE
AGRI. RES. AND EXT.
RUTGERS UNIVERISTY
NEW BRUNSWICK, NJ
08903

MR. OSCAR W. MOORE, JR.
COMMUNITY RECREATION
GLASSBORO STATE COLLEGE
GLASSBORO, NJ
08028

DR. JOHN R. MORGAN
PSYCHOLOGY
GLASSBORO STATE COLLEGE
GLASSBORO, NJ
08028

DR. VIVAN MORRIS
ASSOC. PROF./HOME ECONOMICS
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

DEAN HARRISON J. MORSON
DEAN/STUDENT AFFAIRS
UNION COLLEGE
1033 SPRINGFIELD AVENUE
CRANFORD, NJ
07016

PROF. ROBERTA A. MOSELEY
EXT. HOME ECONOMIST/HOME ECO.
RUTGERS UNIV./COOK COLLEGE
21 MT. KEMBLE AVENUE
MORRISTOWN, NJ
07960

PROF. EDWARD MOSELY
PROF./PSYCHOLOGY/SOCIOLOGY
PASSAIC COUNTY COMM. COLLEGE
COLLEGE BOULEVARD
PATERSON, NJ
07509

MS. KUMIKO MURASHIMA (AS)
ASST. PROF./ART
GLASSBORO STATE COLLEGE
GLASSBORO, NJ
08028

MR. MILTON MURRAY
ASSOC. DIR./EOF
GLASSBORO STATE COLLEGE
GLASSBORO, NJ
08028

VERNON NELSON
DIRECTOR
N.J. INSTITUTE OF TECHNOLOGY
323 HIGH STREET
NEWARK, NJ
07102

MS. CAROLYN, NEWBITT
ASSOCIATE PROFESSOR
RAMAPO COLLEGE OF NEW JERSEY
505 RAMAPO VALLEY ROAD
MAHWAH, NJ
07430

MS. PATRICIA NEVIUS-SANCHO
ASST. DIR./CAREER PLANNING
TRENTON STATE COLLEGE
109 GREEN HALL
TRENTON, NJ
08625

VIVIAN NEWSOME
DIRECTOR/STUDENT SERVICES
MERCER COUNTY COMM. COLLEGE
1200 OLD TRENTON ROAD
TRENTON, NJ
08690

OLIVER A. NEWTON, JR.
ASSOCIATE PROF./BIOLOGY
WILLIAM PATERSON COLLEGE
300 POMPTON ROAD
WAYNE, NJ
07470

MR. ELWOOD NICHOLS
ASSOC. PROF./LIFE SCIENCE
GLASSBORO STATE COLLEGE
GLASSBORO, NJ
08028

MIGDALIA NIEVES
DIRECTOR/AA-EEO
N.J. INSTITUTE OF TECHNOLOGY
323 HIGH STREET
NEWARK, NJ
07102

WILFREDO NIEVES
ASST. PROF./CAREER DEVELOPMENT
ESSEX COUNTY COLLEGE
NEWARK, NJ
07102

MRS. CAROLYN NIXON
ASST. PROFESSOR/SOCIAL WORK
OCEAN COUNTY COLLEGE
TOMS RIVER, NJ
08753

MS. ROSIE NOBLE
DIRECTOR/HEALTH CAREERS PROG.
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

N. NORMAN-JACKSON
PSYCHOLOGY SCIENCE 432
JERSEY CITY STATE COLLEGE
JERSEY CITY, NJ
07305

NICHOLAS NUNES, JR.
COORDINATOR/SPECIAL SERVICES
ATLANTIC COMMUNITY COLLEGE
221 BELEVUE AVENUE
HAMMONTON, NJ
08081

DR. HIROSHI OBAYSHI
ASSOCIATE PROF./THEOLOGY
RUTGERS UNIVERSITY
DOUGLASS COLLEGE
NEW BRUNSWICK, NJ
08903

MS. NEVOLIA OGLETREE
READING & STUDY SKILLS
TRENTON STATE COLLEGE-HUB
P. O. BOX 940
TRENTON, NJ
08625

MS. LUCY F. OJEDA
COUNSELOR/EOF
CUMBERLAND COUNTY COLLEGE
VINELAND, NJ
08360

MR. HECTOR ORTEZ
DIR./PROFJECT DEEP
ESSEX COUNTY COLLEGE
303 UNIVERSITY AVENUE
NEWARK, NJ
07102

MR. CARLOS ORTIZ
E.O.F. PROGRAM
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

MR. JOHN J. ORTIZ
DIRECTOR/UPWARD BOUND PROG.
ATLANTIC COMMUNITY COLLEGE
BLACK HORSE PIKE
MAYS LANDING, NJ
08330

OFELIA OVIEDO
ADMISS. REPRESENTATIVE
KEAN COLLEGE OF NEW JERSEY
UNION, NJ
07083

ANA PAI
CHAIRMAN/BIOLOGY
NORMAL AVENUE
UPPER MONTCLAIR, NJ
07043

PROF. ARTHUR E. PARIS
ASST. PROF./SOCIOLOGY
CAMDEN COLLEGE/ARTS & SCIS.
CAMDEN, NJ
08102

MR. HARRY PAYNE
MIDDLESEX COUNTY COLLEGE
WOODBIDGE AVENUE
EDISON, NJ
08817

MS. ODESSA PEEPLES
MIDDLESEX COUNTY COLLEGE
EDISON, NJ
08817

MARILYN PENDER
PROG. OFFICER/DEPT. HIGH ED.
700 EAST CHESTNUT STREET
BORDENTOWN, NJ
08505

PROF. BOBBIE J. PERDUE
RUTGERS UNIVERSITY
NEWARK, NJ
07102

BRENDA PERKINS
ASST. DIRECTOR/ADMISSIONS
RAMAPO COLLEGE OF NEW JERSEY
505 RAMAPO VALLEY ROAD
MAHWAH, NJ
07430

FRANK PHILLIPS
ASST. PROF./LIBERAL STUDS. DIV.
CUMBERLAND COUNTY COLLEGE
P. O. BOX 517
VINELAND, NJ
08360

NARCISA A. POLONIO-JONES
DIRECTOR/BILINGUAL OFFICE
N.J. DEPT. OF HIGHER EDUC.
225 WEST STATE STREET
TRENTON, NJ
08625

PROF. KAREN PREDOW
LECTURER/SOCIOLOGY-ANTHRO
RUTGERS COLLEGE/RUTGERS UNIV.
NEW BRUNSWICK, NJ
08903

CHARLES PRICE
ACTING DIRECTOR/FINAN. AID
ATLANTIC COMMUNITY COLLEGE
BLACK HORSE PIKE
MAYS LANDING, NJ
08330

PROF. SAMUEL D. PROCTOR
PROFESSOR/GRAD. SCH. EDUC.
RUTGERS UNIVERSITY
NEW BRUNSWICK, NJ
08903

DR. ENRIQUE J. PUJALS
ASST. PROF./FOREIGN LANGUAGES
GLASSBORO STATE COLLEGE
GLASSBORO, NJ
08028

DR. MARK QUINONES
ASSOC. PROF./PREVENTIVE MED.
PREVENTIVE MEDICINE-ME. SCH.
100 BERGEN STREET
NEWARK, NJ
07103

DR. ANA RAMBALDO
DOCTOR
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

ELSY RAMIREZ-MONROY
ASSISTANT REGISTRAR
KEAN COLLEGE OF NEW JERSEY
UNION, NJ
07083

TERRY H. REID
PROF. COMPUTER SCIENCE
SAINT PETER'S COLLEGE
2541 KENNEDY BOULEVARD
JERSEY CITY, NJ
07306

ALFREDO RENNUN
ASSOC. PROF./ZOOLOGY-BIOCHEM.
RUTGERS UNIVERSITY
NEWARK COLLEGE/ARTS & SCIENCES
NEWARK, NJ
07103

MS. JAYNE RICH
CHIEF OF POLICE/CAMPUS-SEC.
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

HELEN RICHARDS
INSTRUCTOR, NURSING
FAIRLEIGH DICKINSON
RUTHERFORD, NJ
07070

PROF. LAURENCE RIDLEY
PROFESSOR
RUTGERS UNIV./LIVINGSTON COLL.
NEW BRUNSWICK, NJ
08903

MR. SORAIDO RIVERA
INSTRUCTOR/MATHEMATICS
ESSEX COUNTY COLLEGE
303 UNIVERSITY AVENUE
NEWARK, NJ
07102

HARRELL B. ROBERTS
SENIOR CLINICAL PSYCHOLOGIST
PRINCETON UNIVERSITY
MCCOSH HEALTH CENTER
PRINCETON, NJ
08544

MS. DORIS ROBINSON
COUNSELOR
RUTGERS UNIV./DOUGLASS COLLEGE
103 COVENTRY CIRCLE
PISCATAWAY, NJ
08854

MS. JULIAN ROBINSON
VICE PRESIDENT/STUD. SVC.
JERSEY CITY STATE COLLEGE
JERSEY CITY, NJ
07304

ROGER ROBINSON
COUNSELOR/E.O.F.
ATLANTIC COLLEGE
BLACK HORSE PIKE
MAYS LANDING, NJ
08330

JUDITH C. RODRIGUEZ
NUTRITION EDUCATION
0-42 EAST AMSTERDAM AVENUE
FAIR LAWN, NJ
07410

LAURA ROGERS
COUNSELOR/CAREER DEV.
ESSEX COUNTY COLLEGE
303 UNIVERSITY AVENUE
NEWARK, NJ
07102

MS. VIRGINIA ROJAS
EDUCATIONAL FOUNDATION
TRENTON STATE COLLEGE
P. O. BOX 940
TRENTON, NJ
08625

DR. JOSEPH ROYAL
BURLINGTON COUNTY COLLEGE
PEMBERTON-BROWNS MILLS ROAD
PEMBERTON, NJ
08068

ILEANA RUENTES-PEREZ
DIRECTOR/HISPANIC ARTS PROG.
RUTGERS, THE STATE UNIVERSITY
358 GEORGE STREET
NEW BRUNSWICK, NJ
08903

MR. FELIX S. RUIZ
FINANCIAL AID DIRECTOR
HUDSON CITY COMM. COLLEGE
168 SIP AVENUE
JERSEY CITY, NJ
07306

LESTER RUSSELL
DIR./EDUCATIONAL OPP. FUND
GEORGIAN COURT COLLEGE
LAKEWOOD AVENUE
LAKEWOOD, NJ
08701

MS. NORMA SANCHEZ-PAROD
PERSONAL COUNSELOR/DEAN OFF.
RUTGERS UNIV./DOUGLASS COLLEGE
COUNSELOR'S HOUSE, CHAPEL CR.
NEW BRUNSWICK, NJ
08903

MS. PATRICIA SANCHO
ACADEMIC ADVISOR
TRENTON STATE COLLEGE
P. O. BOX 940, GREEN HALL
TRENTON, NJ
08625

JOHN SANZ
DIR./WEEKEND COLLEGE
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

ALICIA P. SAVAGE
ASST. DIR./ICAP-SECOND CAREERS
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

PROF. JAMES A SCOTT
PROF./EDUCATION
RUTGERS UNIVERSITY
NEWARK ARTS & SCIENCE
NEWARK, NJ
07102

TERES E. SCOTT-MYERS
ASST. TO THE PRESIDENT
STOCKTON STATE COLLEGE
POMONA, NJ
08240

PROF. THOMAS SHAW
PROF./ART & HISTORY
RUTGERS UNIVERSITY
LIVINGSTON COLLEGE
NEW BRUNSWICK, NJ
08903

DONALD SHELTON
ASSOC. DEAN COMMUNITY SVCS.
MERCER COUNTY COMM. COLLEGE
1200 OLD TRENTON ROAD
P. O. BOX B
TRENTON, NJ
08690

DR. WEITUN SHIH
DIVISION OF I.E.T.
TRENTON STATE COLLEGE
P. O. BOX 940
TRENTON, NJ
08625

DR. JOHN SILLS
ASSOC. DEAN/COMMUNITY SERVICES
BURLINGTON COUNTY COLLEGE
PEMBERTON-BROWN MILLS ROAD
PEMBERTON, NJ
08068

DR. EUGENE SIMPSON
CHAIRPERSON/MUSIC
GLASSBORO STATE COLLEGE
GLASSBORO, NJ
08028

WILLIAM SMALL
DIR./ASSOC. PROF. CONTRACT ADM.
WILLIAM PATERSON COLLEGE
WAYNE, NJ
07470

FRANKLIN SMITH
ASSOC. PROF./SOCIOLOGY
RICHARD STOCKTON STATE COLLEGE
POMONA, NJ
08240

REGINALD SMITH
INSTRUCTOR, CRIMINOLOGY
SALEM COMMUNITY COLLEGE
P. O. BOX 551
PENNS GROVE, NJ
08069

DR. ROBERT P. SMITH
PROFESSOR/FRENCH
RUTGERS UNIVERSITY
CAMDEN, NJ
08102

MR. CARL SNIPES
ACADEMIC ADVISORY/COORDINATOR
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

DAVID SOLER
MANAGER, SUBCONTRACTORS OFF.
PRINCETON UNIVERSITY
NASSAU STREET
PRINCETON, NJ
08544

R. ROBERT STEPHENS
ASST. PROF./MUSIC
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

PROF. CECIL C. STILL
BIOCHEMISTRY & MICROBIOLOGY
RUTGERS UNIVERSITY
COOK COLLEGE
NEW BRUNSWICK, NJ
08903

THEODORE STOVALL
INSTRUCTOR/EDUCATIONAL RES.
RUTGERS UNIVERSITY
LIVINGSTON COLLEGE
NEW BRUNSWICK, NJ
08903

DEVERIA STROUD
COUNSELOR/E.O.F.
ATLANTIC COMMUNITY COLLEGE
BLACK HORSE PIKE
MAYS LANDING, NJ
08330

PROF. CAROLYN THOROBURN
 PROF./FOREIGN LANGUAGE
 UPSALA COLLEGE
 EAST ORANGE, NJ
 07019

DR. PAUL TONG (AS)
 PROFESSOR
 PHILOSOPHY/RELIGION
 GLASSBORO STATE COLLEGE
 GLASSBORO, NJ
 08028

MR. JULIO TORRES
 GRAD. SCHOOL OF SOCIAL WORK
 RUTGERS UNIVERSITY
 NEW BRUNSWICK, NJ
 08903

MR. WILLIAM TRAVIS
 ASST. PROF./ART
 GLASSBORO STATE COLLEGE
 GLASSBORO, NJ
 08028

ANN TSUBOTA
 CERAMIC ART
 167 IRON BRIDGE ROAD 1
 HAMPTON, NJ
 08827

MR. THOMAS TSUJI
 PROFESSOR
 GLASSBORO STATE COLLEGE
 GLASSBORO, NJ
 08028

GWENDOLYN J. TYLER
 ASST. DIR./CAREER DEVELOPMENT
 RUTGERS UNIVERSITY
 BLDG. 3538 BUSCH CAMPUS
 PISCATAWAY, NJ
 08854

PROF. CHARLES TYSON
 PROF./HISTORY
 KEAN COLLEGE OF NEW JERSEY
 UNION, NJ
 07083

ANNA VALCARCEL
 COUNSELOR/RECRUITER-EOF
 UNION COLLEGE
 1033 SPRINGFIELD AVENUE
 CRANFORD, NJ
 07019

MERCEDES VALLE
 ADMINISTRATION IN H.E.
 ESSEX COUNTY COLLEGE
 410 PROSPECT STREET,
 EAST ORANGE, NJ
 07013

MS. CARMEN VALVERDE
 INSTRUCTOR/HUMAN KINETICS
 RUTGERS COLLEGE
 COLLEGE AVENUE GYM
 NEW BRUNSWICK, NJ
 08903

MR. HERMINIO VARGAS
 INSTRUCTOR/EDUCATION DEPT.
 DOUGLASS COLLEGE
 NEW BRUNSWICK, NJ
 08903

PROF. MARGARET VARMA
 PROF. EARLY CHILDHOOD EDUC.
 RUTGERS UNIV./DOUGLASS COLLEGE
 NEW BRUNSWICK, NJ
 08903

MARIANO VEGA, JR.
 RECRUITER COUNSELOR
 CMDNJ
 100 BERGEN STREET
 NEWARK, NJ
 07103

ROLANDO VELEZQUEZ
 COOR./TEACHER AID TRAINING
 ESSEX COUNTY COLLEGE
 303 UNIVERSITY AVENUE
 NEWARK, NJ
 07102

PROF. RAGHUNATH VIRKAR
 PROF./BIOLOGICAL SCIENCE
 KEAN COLLEGE OF NEW JERSEY
 UNION, NJ
 07083

DR. OLGA J. WAGENHEIM
 DIR./P. R. STUDIES PROGRAM
 RUTGERS UNIVERSITY
 175 UNIVERSITY AVENUE
 NEWARK, NJ
 07102

MR. WILLIAM WARD
 DIRECTOR/EOF
 FAIRLEIGH DICKINSON UNIVERSITY
 842 RIVER ROAD
 TEANECK, NJ
 07666

MR. DANY WASHINGTON
 PASSAIC COUNTY COMM. COLLEGE
 COLLEGE BOULEVARD
 PATERSON, NJ
 07509

MS. ILENE WASHINGTON
 STUDENT CENTER
 TRENTON STATE COLLEGE
 P. O. BOX 940
 TRENTON, NJ
 08625

DR. ERCCELL I. WATSON
 DEAN/SCHOOL OF EDUCATION
 MONTCLAIR STATE COLLEGE
 UPPER MONTCLAIR, NJ
 07043

PROF. SYLVESTER C. WHITTAKER
POLITICAL SCIENCE
RUTGERS UNIVERSITY
416 HILL HALL
NEWARK, NJ
07102

DR. DANIEL WILLIAMS
PSYCHOLOGY
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NJ
07043

PROF. SUSAN WILLIAMS
BUSINESS ADMINISTRATION
JERSEY CITY STATE COLLEGE
VODRA 536
JERSEY CITY, NJ
07305

MS. MIECHELLE WILLIS
ATHLETIC COACH
MONTCLAIR STATE COLLEGE
NORMAL AVENUE
UPPER MONTCLAIR, NJ
08853

CONSTANCE WOODRUFF
DIRECTOR, PUBLIC RELATIONS
ESSEX COUNTY COLLEGE
300 UNIVERSITY AVENUE
NEWARK, NJ
07102

MR. JESSE YOUNG
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MIDDLETOWN, CT
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06515

STEPHANIE WILSON
HEALTH EDUCATOR
BLACK COALITION/HEALTH/
ISSUES
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MANAGER, RENTAL & TELE.
SERVICE
UNIVERSITY OF CONNECTICUT
BOX 186
STORRS, CT
06268

DR. CAROL-CAMP YEAKEY
POSTDOCTORAL RESEARCH
FELLOW
YALE UNIVERSITY
BOX 11A YALE STATION
NEW HAVEN, CT
06520

C.

KEYNOTE ADDRESS BY CLIFTON R. WHARTON, JR.,

CHANCELLOR

STATE UNIVERSITY OF NEW YORK

KEYNOTE ADDRESS

BY

CLIFTON R. WHARTON, JR.

CHANCELLOR

STATE UNIVERSITY OF NEW YORK

PRESENTED TO:

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CAREERS IN HIGHER EDUCATION

Choosing the Road Less-Traveled

Clifton R. Wharton, Jr.
Chancellor
State University of New York

Let me begin by telling you that I was particularly interested in the chance to take part in today's Tri-State Conference on Strategies for Increasing Minority Participation and Retention in Higher Education.

It is no secret that we live in a time when many Blacks, Hispanics, Asian-Americans, and other minorities fear that minimal gains from the past are being eroded. In a constrained economy, inflation, unemployment, and private sector stagnation undercut attempts to redress inequities in income and career opportunities. A growing national preoccupation with defense and military security diverts both attention and resources from serious social problems and human needs. The country's swing to the right portends governmental policies that may well turn out at best to look like "benign neglect." At worst, we may see a resurgence of discrimination in a decade for which "equality" already shows signs of meaning that affluent white males are not to be displaced from admission to professional schools!

Under such circumstances, bringing more minorities into higher education as faculty, administrators, and professionals is a matter of the highest priority. This objective is especially true for the predominantly white institutions to which the majority of my remarks will be directed. I am grateful for the invitation to share my views with you.

I. Career Paths

When you talk about minorities in higher education, I think you have to acknowledge that there are two seldom-mentioned but very real career paths.

One is what might be called the mainstream path. For a faculty member, it proceeds approximately as follows. One accepts an assignment in a department of one's disciplinary expertise -- let us say history. Through able teaching, research, and public service, one is awarded tenure. More publications and conference papers follow, as does a widening awareness of one's scholarly contributions among peers both within the institution and also among colleagues across the discipline.

Opportunities then become more varied. Advancement can mean movement to different institutions or into specialized institutes. It can offer increased influence in industry or government through consulting and service on commissions. It can also involve rising through the traditional governance or academic administrative structure: the classic transition from department chairman through the office of dean, then provost or vice president for academic affairs and into a presidency.

That, as I say, is the mainstream path.

The second path I will call the minority path because it involves focusing and specializing on one's Black, Hispanic, Asian, or other minority status. Here the young faculty member may begin as a historian with a particular interest in, let us say, the Black experience following Reconstruction. Working for a while in the regular history department of a college or university, he or she then joins its department of Black studies. As he or she continues to mature professionally, advancement possibilities resemble those of the mainstream path -- but with an important difference. Instead of being recognized by colleagues and others as a historian of growing repute, the scholar is increasingly viewed as a specialist or spokesperson for Black scholarship, Black perspectives and Black concerns. At the point at which the individual's expertise has become greatest, he or she may find that his or her role as a historian has become almost incidental to the role of "representative" of the minority academy or the minority community.

I am sure I need not add that these diverging paths have their analogs in both the administrative and professional spheres. For example, the minority student affairs officer becomes the Director of Minority Affairs; the minority admissions officer is appointed head of a program for recruiting inner-city youngsters. Moreover, the same basic pathways can be found in careers outside colleges and universities. Thus, many Blacks and other minority persons enter corporations and are soon appointed as "community relations officers," directors of affirmative action, or vice president for special personnel.

Before going on, I want to stress as strongly as I can that I am not here to disparage what I have been calling the minority path for career advancement. We need academic attention to minority issues in the disciplines, ranging from neglected aspects of our country's history to the literary, artistic, commercial, and scientific contributions of minority persons. We need minority admissions officers, community relations officers, and the like. Heaven knows we need minority professionals in affirmative action programs.

There is and should be a totally fulfilling role for a professional in such positions with all the appropriate financial and prestigious awards for their contributions in our behalf. Their names are legion and we should always honor those who perform these tasks and thereby contribute to the cause.

Be that as it may, however, the minority path has an inherent limitation. As a career strategy, it tends to be at best too narrow and at worst a dead end.

It tends to be limited because it implies that these are the only areas in which competence or scholarship can be achieved by minorities. The hidden allegation is that only

in those areas which relate to minority concerns, issues, and problems can we achieve a worthwhile standard or recognition.

It tends to be a dead end, not because of any intrinsic lack of value in the activities involved, but simply because there will be necessarily rather few advancement opportunities in relation to the number of persons seeking to fill them. There will always be far more available positions in history generally, for example, than in Black or Hispanic history narrowly defined. Likewise, there are more promotions to be had in student personnel than in minority student affairs; more good jobs in marketing than in corporate affirmative action; and on and on.

Given the inherent limit on opportunities for upward mobility on the minority path, we need to look again at the alternative. Black, Hispanic, Asian, and other minority professionals must reassess the benefits of the mainstream path, the road that has been in recent years -- in Robert Frost's words -- "the one less traveled."

II. The Mainstream: Opportunities and Obstacles

In fiscally troubled times, the mainstream should be attractive to minority educators not only because opportunities there are more numerous -- they are also more secure. However valuable a department of minority studies (for instance) may be culturally and educationally, I am sure I need not tell you it is far more likely to be vulnerable to budget retrenchment than a department of history, business, or computer science. Whether we like it or not, that is just a fact of life -- particularly in a self-proclaimed "era of limits."

Given opportunities for upward mobility among minorities who choose the mainstream strategy, it is also necessary to identify the obstacles.

First is the ever-present obstacle of discrimination. Imposed from all around and in a thousand different forms, bias and racism continue to confront us even today -- possibly even more today -- since the old rhetoric of hostility has been replaced somewhat by a more subtle but equally spurious rhetoric of "scarce resources" and "competing interest."^{1/}

Nevertheless, discrimination of the external type is not the only hindrance we face. Since minorities have faced bigotry for so long and in so many ways, indeed, we have learned a thing or two about dealing with it. For that reason, we may well need to devote some of our attention to obstacles of an entirely different kind.

In addition to external obstacles, there exist obstacles that are in a sense self-imposed -- obstacles we, as minorities, often place in our own way, collectively if not as individuals. I want to mention three that I see again and again in institutions of higher learning as well as in other fields outside colleges and universities.

^{1/} See my recent speech, "Education and Race: The Enduring Dilemma", at the Annual Conference of the Black Faculty and Staff Association of the State University of New York, May 1, 1981.

First is self-segregation. You see it beginning in the undergraduate years in predominantly white institutions, when minority students room exclusively together in dormitories, sit together in dining facilities, socialize together solely in their own clubs, sports teams, and fraternities and sororities. It is an understandable impulse: common interests and common anxieties draw minorities together. Togetherness also builds a stronger defense for the individual against a hostile environment. But such self-isolation soon becomes the pattern tacitly accepted throughout the campus community. Unfortunately, it eliminates an important part of what higher education is all about: growth and communication. Not only does it prevent minority students from breaking down their own as well as their nonminority peers' fears and resistances to change -- it also deprives them of the chance to begin the all-important process of "networking" -- the forging of friendships, acquaintanceships, and contacts that will later form a system for support, information-transmission, and mutual career assistance in later life. To assume that the only peers who will influence your later life are your minority peers is not merely naive -- it is almost numbingly foolhardy. Yet that is the assumption that is implicit, if not stated aloud, in the self-segregation that we find among minorities in higher education today -- not only the students, but occasionally faculty, administration, and professionals as well.

Even worse, such self-segregation reduces the opportunity to build and develop nonminority mentor relationships among older faculty and professionals.

A second obstacle we often put in our own way consists of the currently fashionable rejection of standards for performance. Whether we are talking about standardized testing or peer review for tenure and promotion, the fact is that higher education, like most of society, could not exist without standards for performance. Unfortunately, what began as a critique of real but correctable flaws in various admissions tests and evaluation processes has somehow evolved in many cases into an outright attack on the idea of standards. From the entirely reasonable idea that cultural bias should be eliminated to arrive at more accurate and objective measurements of ability and performance, we have arrived at the idea that measurement itself is useless, impossible, and very likely immoral as well.

That is sheer nonsense. Ironically, the same rejection of standards has quickly been seized by racists as proof by default that minorities are inherently inferior. Even when the attack on standards is mounted by such nonminority theorists as Ivan Illich, (Illich, 1971, 1976) it turns out to be more a kind of "more-radical-than-thou" game the majority establishment plays with itself. It may sell provocative books, but it does not serve minority persons in higher education or anywhere else.

Parenthetically, the inner-city youth who practices his hook shot three hours a day seeks to reach the high standard of Magic Johnson or Dr. J, just as does a young ballerina in Arthur Mithcell's troupe or a young actor in Douglas Turner Ward's Negro Ensemble. If standards are there, I know of no ethnic group more willing to respond.

Finally, it seems to me that minorities continue to rely too heavily on what could be called a confrontational style in fighting racism, whether in professional development

opportunities or in other areas. A decade ago the confrontational style meant protests and demonstrations. Today it has become almost ritualized, but without producing the sting of guilt and moral doubts among those persons attacked. What is worse, when such actions are uncontrolled and lead to violence, the greatest human and physical damage is to our own people and our communities.

The problem with confrontation is that it inevitably has diminishing returns. The more often it occurs, the less disturbing it is to those at whom it is aimed -- which means that the threat of confrontation no longer carries much weight, and the actuality of it no longer has as much likelihood of attracting attention. Once the confrontation is over, too, you find yourself with no particularly attractive next step.

What kind of alternatives are there to confrontation? Well, I mentioned one a moment ago -- networking. When there exists a whole system of friendships and shared experiences among people in different institutions, different organizations, and different fields, there is a much greater possibility of resolving problems informally through personal interchange between and among decision makers. The British have the phrase "old boy network," which has acquired a negative connotation of clubbiness and oligarchy. What I recommend, however, is that Blacks, Hispanics, Asian Americans, and other minorities want to break into those networks, expand them, and make use of them to resolve problems before the extreme remedy of legal or other adversarial confrontations becomes necessary.

III. Conclusion

In talking of "self-imposed" obstacles blocking minority participation, retention, and advancement in higher education, I realize I run the risk of being misunderstood.

I hope you will believe me when I say I am not here to give a new, doubly ironic twist to the obnoxious phrase, "reverse discrimination."

I am here to say that when you reach the bottom line, the single best strategy for achieving what we want is not, at the present time, to choose solely the minority path -- but the mainstream of careers in higher education as well. Nor is it to attempt to wrest opportunity from the mainstream by excluding ourselves from it, rejecting its standards out-of-hand, or confronting it with uniformly strident adversarial postures.

Rather, our best strategy is the strategy that minorities have always found most successful. It is to take on the challenges of the mainstream, exceed its demands, and acquire for ourselves participatory power in institutions and organizations at all levels.

Have we forgotten that for many years racism did not mean that minorities were allowed condescendingly lower standards? Quite the reverse. To be grudgingly admitted to the prestigious schools, we had to be better than our classmates! Have we forgotten that in that era we had instead to work harder and meet higher standards just to gain the same recognition and rewards that nonminorities could take for granted?

Yes, it is true that being forced to meet higher standards was unfair, and not infrequently debilitating to those who were discriminated against in such fashion. But it is also true that those unfairly high standards were the crucible from which emerged the leadership that has brought us at least partially out of that deplorable time.

In a decade when minority faculty, administrators, and professionals in higher education are simultaneously more needed and more vulnerable than they have been for years, the strength that was born in that crucible may once again be called on for success. Each of you is in that crucible. I am totally confident of your success.

+ + + + +

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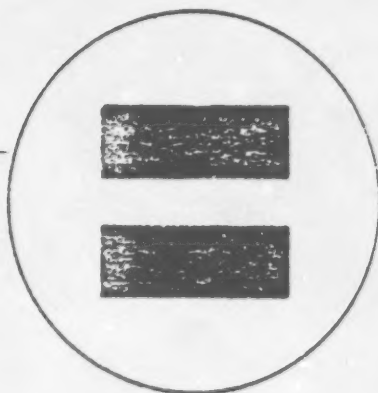
Reprint (July 29, 1981)
National Urban League, Inc.

D.

THE TRI-STATE MINORITY PROFESSIONALS QUESTIONNAIRE

A Survey of Minority Professionals in Higher Education

This survey is being conducted to study the mobility of minority professionals in colleges and universities. Please answer all of the questions and feel free to add comments in the margins. The information is important in assessing your problems as well as our needs for the future.



National Urban League, Inc.

1. All information gathered in this survey regarding individuals is confidential. The grouped data from this section will be used to develop a statistical profile of minorities in higher education. (Please circle all answers unless there are separate instructions.)

1. At what type of institution are you currently employed?

- | | | |
|------------|---|----------|
| 1. Public | 1. Four year college | 5. Other |
| 2. Private | 2. Four year college within a University | |
| | 3. Two year college or institution | |
| | 4. Graduate University (medical, law, etc.) | |

2. How many years have you been employed in the following: (enter the number of years)

Higher education _____
 Your current institution _____
 Your current position _____
 Your present rank _____
 In your current department _____

3. What is your faculty rank?

- | | |
|------------------------|------------------------|
| 1. Lecturer | 4. Associate Professor |
| 2. Instructor | 5. Professor |
| 3. Assistant Professor | 6. Other _____ |

4. If you hold an administrative position, are you:

1. Full time
 2. Part time

What is the official title of this position? _____

5. Do you hold a joint appointment in more than one department or in more than one institution?

1. Yes
 2. No

6. Is the department in which you are currently employed the same as the department of your initial appointment at this institution?

1. Yes
 2. No

7. If No, in what other departments and programs have you worked at your current institution?

8. In what department(s) are you currently employed? _____

9. Does your institution grant tenure?

1. Yes
 2. No

10. Are you tenured?

1. Yes
 2. No (Go to question #15)

11. How old were you, and in what year were you awarded tenure? (list your age and the year in the spaces below)

Age _____ Year _____

271

Please circle all answers unless there are separate instructions.

12. How many years were you employed in higher education before receiving tenure?

(Please enter the number on the line) _____

37-38

13. Have you applied for a sabbatical since entering higher education?

1. Yes
2. No

39

14. Have you been granted a sabbatical since entering higher education?

1. Yes
2. No

40

15. Do you have a multi-year contract?

1. Yes
2. No

41

16. Do you have permanent status? (e.g., an administrative position with a permanent contract)

1. Yes
2. No

42

17. How many years remain before you will be reviewed for tenure?

(Enter the number on the line) _____

43-44

18. Please list the institutions of higher education you have attended or in which you are currently enrolled.

Institution	Major	Degree	From	To
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

19. If you are currently enrolled in a degree granting program, or do not hold a terminal degree, which one of the following best describes your present status?

- | | |
|--|--|
| 1. Not enrolled | 6. Work suspended due to lack of funds |
| 2. Course work completed | 7. Other(s) _____ |
| 3. Course work and orals completed | (Specify) |
| 4. Writing the thesis or dissertation | |
| 5. Work suspended on the requirements due to personal problems | |

2

7

20. When studying for your highest earned degree, were you the recipient of fellowships or grants?

1. Yes
2. No

8

If yes, were any of these awards specifically designated for minorities?

1. Yes
2. No

9

Please list the grant(s) and source(s).

10-11

12-13

21. In completing your graduate education, what were your three major sources of support? (Enter a 1 by the major source, a 2 by the second, and a 3 by the third source.)

- | | |
|-----------------------------------|---|
| 1. Grants/Fellowships () | 5. Spouse's earnings () |
| 2. Teaching assistantships () | 6. Earnings from part time employment () |
| 3. Savings () | 7. Earnings from full time employment () |
| 4. Contributions from parents () | 8. GI Bill () |

14-16

272 9. Others _____

1990-1991

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28-29
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52-53
54-55
56-57

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35-36
39-40
41-44
45-48
47-50
51-52
53-54
57-58

- 273

Please circle all answers unless there are separate instructions.

34. What was your first full time job after completing your highest degree? (Please list the position and the organization) _____ 9-10
11-12
35. In what region did you receive your secondary school training? _____ 13
1. North 3. East 5. Outside of the Continental United States
2. South 4. West
36. If these schools were in the Continental United States, were they: _____ 14
1. Public
2. Private
Was the enrollment in these schools: _____
1. Predominately black/minority 15
2. Racially mixed
3. Predominately white
37. How would you characterize the racial composition of the students at the institution where you earned your undergraduate degree? _____ 16
1. Predominately black/minority
2. Racially mixed
3. Predominately white
38. What were the occupations of your parents? (Be specific) _____ 17-20
Mother Father
39. How many years of formal education were completed by your parents? _____ 21-22
Mother Father
Less than a high school education 1 1
Some high school 2 2
High school graduate 3 3
Some college 4 4
College graduate 5 5
Post Baccalaureate studies 6 6
40. Excluding yourself, how many children were in your immediate family? (Write the numbers on the lines below) _____ 23-24
1. Males _____
2. Females _____ 25-26
41. How many of your brothers and sisters have completed college? (Write the numbers on the lines below) _____ 27-28
1. Brothers _____
2. Sisters _____ 29-30
42. Most people consider themselves members of a particular socio-economic group. Which of the following best describes your family's situation when you were growing up? _____ 31
1. Upper class 2. Middle class 3. Working class 4. Poor 5. Other
43. Are you currently married? _____ 32
1. Yes
2. No (Go to question #47)
44. What is your spouse's occupation? (Please be specific) _____ 33-34
45. What is the current employment of your spouse? _____ 35
1. Employed full-time 274 3. Not employed, seeking work
2. Employed part-time 4. Not seeking work

Please circle all answers unless there are separate instructions.

43. What is the highest educational level completed by your spouse?
- | | | |
|--------------------------------------|-------------------------------|----|
| 1. Less than a high school education | 4. Some college | 36 |
| 2. Some high school | 5. College graduate | |
| 3. High school graduate | 6. Post Baccalaureate studies | |
47. Do you have any children?
- | | |
|--------|----|
| 1. Yes | 37 |
| 2. No | |
- If yes, how many? (Please enter on the line) _____ 38-39
48. What is your date and place of birth?
- | | |
|------------------------|-------|
| 1. Date of Birth _____ | 40-41 |
| 2. City, State _____ | 42-43 |
| 3. Country _____ | 44-45 |
| | 46-47 |
49. Are you
- | | |
|-----------|----|
| 1. Male | 48 |
| 2. Female | |
50. What is your citizenship status
- | | |
|--|----|
| 1. U.S. native | 49 |
| 2. Naturalized Citizen | |
| 3. Non U.S. Citizen (Permanent resident) | |
| 4. Non U.S. Citizen | |
- If non U.S. Citizen, indicate country of residence _____ 50-51
51. How would you classify yourself?
- | | | |
|------------------------------|----------------------------------|----|
| 1. Black/Negro/Afro-American | 4. Puerto Rican | |
| 2. Indian (American) | 5. Asian (please, specify) _____ | 52 |
| 3. Mexican-American/Chicano | 6. Other (specify) _____ | |

II.

1. Which factors were most influential in your choice of a career in higher education? (Please circle all that apply)
- | | | |
|--------------------------|--------------------------------|-------|
| 1. Intellectual rewards | 5. A job was available | 53-55 |
| 2. Prestige/status | 6. Enjoyed teaching | |
| 3. Economic security | 7. Other factors _____ specify | 56-58 |
| 4. Scholarly environment | | |
2. At approximately what age and educational level did you make the choice?
- (Please enter on the line) Age _____ Educational level _____ 59-60
3. Please identify by race, sex and occupation the person(s) who deserves the most credit for encouraging you to seek a career in higher education?
- | Occupation | Race | Sex | |
|------------|-------|-------|-------|
| 1. _____ | _____ | _____ | 62-64 |
| 2. _____ | _____ | _____ | 65-69 |
4. How important is a mentor for professional career development in colleges and universities?
- | | | | |
|-------------------|-----------------------|---------------|----|
| 1. Very important | 3. Somewhat important | 5. Don't know | 70 |
| 2. Important | 4. Not important | | |

Please circle all answers unless there are separate instructions.

5. During your career development have you benefited from a mentor relationship?

1. Yes 2. No

71

6. Do you think that your race and/or sex was a factor in your ability to establish or to maintain a mentor relationship?

	Your race	Your sex
Yes	1	1
No	2	2
Don't know	3	3

72-73

7. If you shared a mentor relationship, in what ways did you benefit? (Please circle all that apply)

1. Assistance in meeting prominent professionals
2. Assistance and publishing written works
3. Assistance in obtaining grants or research funds
4. Providing comments and advice on research
5. Providing advice on professional jobs
6. Other benefits _____

74

75

76

77

78

79

8. What was the occupation, race and sex of your mentor(s)?

Occupation

Sex

Race

4

7-11

12-18

9. If the person(s) you consider a mentor is still alive are you in communication with him/her?

1. Yes 2. No

16

If yes, how would you characterize the relationship (e.g., research, advice, etc.)? (Please write your response below)

17-18

10. If you did not have a mentor relationship, do you think it affected the progress of your career?

1. Yes
2. No
3. Don't know

19

If yes, in what way? _____

20-21

11. How would you characterize the racial composition of the faculties and student bodies in the following:

	Your First Position		Your Current Position	
	Faculty	Students	Faculty	Students
Predominately black/minority	1	1	1	1
Racially mixed	2	2	2	2
Predominately white	3	3	3	3

22-25

12. How did you learn of your first full time job in higher education?

1. Unsolicited offer	7. Direct application to department
2. Colleagues—white	8. Professional journals/organization
3. Colleagues—minority	9. Publication directed at minorities
4. College/University placement office	10. Minority caucus of professional organization
5. Minority professors	11. Other _____
6. White professors	Specify _____

26-27

276

- 371

Please circle all answers unless there are separate instructions.

24. How likely are you to leave higher education within the next five years?

1. Very likely

3. Somewhat likely

5. Don't know

2. Likely

4. Unlikely

If you are likely to leave, why? _____

25. How satisfied are you with the following aspects of your present position?

	Very Satisfied	Satisfied	Unsatisfied	Not applicable	
Interactions with colleagues	1	2	3	4	49
Opportunities for advancement	1	2	3	4	50
Salary	1	2	3	4	51
Teaching load	1	2	3	4	52
Quality of students	1	2	3	4	53
Competency of colleagues	1	2	3	4	54
Job security	1	2	3	4	55
Opportunities for professional exposure	1	2	3	4	56
Chances to associate with minority professionals	1	2	3	4	57
Supervision	1	2	3	4	58

26. How would you compare yourself with your white colleagues of similar age and educational background with respect to:

	In a better position	About the same	In a worse position	
Salary	1	2	3	59
Opportunities for publication	1	2	3	60
Chance for exposure at conferences	1	2	3	61
Opportunities for promotion	1	2	3	62
Influencing policy in higher education	1	2	3	63
Making contributions to your speciality	1	2	3	64
Opportunities for meeting influential people in your field	1	2	3	65
Social status	1	2	3	66
Others _____ Specify	1	2	3	67

27. From the perspective of a minority group member, what have you found to be the limitations and/or liabilities of a career in higher education in a predominately white institution? _____

29. We would welcome any additional comments about your career in higher education.

Please circle all answers unless there are separate instructions.

III. The following questions address the factors that affect mobility and tenure.

If you teach classes begin with question #1.

If you do not teach start at question #7.

1. How many classes are you required to teach during the current academic year? (Enter the number(s) on the lines below)

	Fall	Spring
Graduate	_____	_____
Undergraduate	_____	_____

9

7-8

9-10

2. What are the total number of semester credit hours for these courses? (Enter the numbers on the lines below)

	Fall	Spring
Graduate	_____	_____
Undergraduate	_____	_____

11-12

13-14

3. Is this considered a full time teaching load?

1. Yes 2. No

15

4. If you are a graduate professor, how many dissertation students are you supervising this academic year? (Enter the number on the line) _____

16

5. What was the average number of students enrolled in each of your classes this academic year? (Enter the numbers on the lines below)

Graduate _____
Undergraduate _____

17-18

19-20

6. What is the approximate racial composition of these classes?

	Graduate	Undergraduate
Predominately black/minority	1	1
Racially mixed	2	2
Predominately white	3	3

21-22

7. During a typical semester, approximately how many hours per week do you spend on the following activities? (Enter the numbers on the lines below)

1. Administration _____
2. Teaching (contact hours) _____
3. Preparing for teaching _____
4. Advising students _____
5. Counseling _____
6. Research and writing _____
7. Committee work _____
8. Professional consultation _____
9. Other activities _____

23-24

25-26

27-28

29-30

31-32

33-34

35-36

37-38

8. Do you feel that your teaching or administrative assignments are fairly distributed in comparison to your colleagues?

1. Yes 2. No 3. Don't know

39

If no, why? _____

40-41

279

9. Does your institution have written rules for tenure (permanent status) and promotion?

1. Yes 2. No 3. Don't know

373

42

Please circle all answers unless there are separate instructions.

10. In your opinion, what are the three most important criteria for obtaining tenure? (Please list on the lines below)

1. _____
 2. _____
 3. _____

11. Are the criteria that you listed included in a written document?

1. Yes 2. No (Go to question #14)

If no, which criteria are not included _____

12. In your opinion, how closely are the written criteria followed in the evaluation of professionals for tenure and promotion?

1. Very closely 2. Closely 3. Somewhat closely 4. Not followed

13. In your view, have the written criteria been applied fairly?

1. Yes 2. No

If no, why? _____

14. How would you characterize the importance given the following factors in the evaluation process for tenure and promotion at your institution?

	Very Important	Important	Unimportant
Teaching performance	1	2	3
Committee work	1	2	3
Publications	1	2	3
Community service	1	2	3
Student Advisement/counseling	1	2	3
Administration	1	2	3
Other(s) _____ specify _____			

15. If your institution does not have written guidelines for promotion and tenure, how did you find out about the procedures for evaluation?

16. Are you evaluated at definite intervals?

1. Yes 2. No

17. In your opinion, was the last evaluation fair?

1. Yes 2. No

If no, in what way was it unfair? _____

18. Are student evaluations part of the promotion and tenure review?

1. Yes

2. No (Go to question #20)

3. Don't know

Please circle all answers unless there are separate instructions.

19. In your opinion, was your last student evaluation fair?

1. Yes 2. No

If no, in what way was it unfair? _____

20. If you are not tenured, how do you rate your chance for tenure (permanent status) and promotion?

	Promotion	Tenure
Very good	1	1
Good	2	2
Poor	3	3
Very poor	4	4
No chance	5	5

Upon what criteria do you base this rating? _____

21. Does your institution provide adequate support in obtaining grants and other financial assistance?

1. More than adequate 2. Adequate 3. Inadequate

22. How would you characterize the assistance minorities receive from the institution in comparison with whites in the following areas?

	Better than whites	About the same as whites	Less than whites
1. Obtaining grants	1	2	3
2. Student assistance	1	2	3
3. Computer time	1	2	3
4. Released time from teaching/administration	1	2	3
5. Office space	1	2	3
6. Secretarial assistance	1	2	3
7. Funds for travel to conferences	1	2	3
8. Relief from administrative responsibilities/workload	1	2	3
9. Others _____ specify _____			

23. Does your institution grant merit pay?

1. Yes 2. No (Go to question #28)

24. Have you received this pay increase?

1. Yes 2. No

25. Based on your experience have minorities been as successful as whites in receiving merit increases?

1. Better than most 2. About the same 3. Less than most

26. In your opinion, how are the following activities evaluated in the tenure and promotion process at your institution?

Minority Activities	Very Positively	Positively	Not Positively
1. Minority community services	1	2	3
2. Student counseling/ advisement for minority students	1	2	3
3. Other(s) _____	1	2	3
specify _____	1	2	3
_____	1	2	3

Please circle all answers unless there are separate instructions.

27. In your view, do these activities receive enough consideration in the tenure and promotion review?

1. Yes 2. No 3. Don't know

Comments _____

15

16-17

28. How many of the following have you produced in the last ten years?

(Write the numbers in the spaces provided below)

1. Published articles _____ 5. Funded proposals _____
2. Published books _____ 6. Creative works _____
3. Published book reviews _____ 7. Others (specify) _____
4. Papers or presentations at conferences _____

18-19

20-21

22-23

24-25

26-27

28-29

30-31

29. How would you characterize your primary research interests? (Circle all that apply)

1. Basic or pure
2. Applied/action oriented
3. Literary/expressive
4. Minority related
5. Other (specify) _____

32-33

30. How involved are you in the key professional associations in your discipline?

- | | Active | Somewhat Active | Not Active |
|--|--------|-----------------|------------|
| 1. Seeking an office | 1 | 2 | 3 |
| 2. Submitting papers for conferences | 1 | 2 | 3 |
| 3. Volunteering for organizational activities | 1 | 2 | 3 |
| 4. Attending national or regional conferences | 1 | 2 | 3 |
| 5. Submitting papers to the official journal for publication | 1 | 2 | 3 |
| 6. Participating in ethnic caucuses | 1 | 2 | 3 |
| 7. Other (specify) _____ | 1 | 2 | 3 |

34

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31. Within the last five years, have you presented papers at conferences within your field or speciality?

1. Yes 2. No

40

32. Within the last five years, have you submitted articles for publication to refereed journals?

1. Yes 2. No

41

If yes, were they:

1. Accepted 2. Rejected

42

33. Within the past five years, have you received research funds from any sources?

1. Yes 2. No

43

34. If yes, which of the following organizations provided the funds?

1. Your institution 3. State or local government
2. Federal agencies 4. Private foundations

44

Please circle all answers unless there are separate instructions.

IV. In this section we are interested in assessing how informal factors affect decisions on mobility and tenure. We are also interested in the effects of affirmative action on academic freedom.

1. During the past academic year, how often did you engage in each of the following activities with white and with minority colleagues?

	Very often	White Colleagues			Never
		Often	Infrequently		
Informal parties and dinners	1	2	3	4	
Cultural affairs (concerts, etc.)	1	2	3	4	48
Spectator sports	1	2	3	4	48
Sports and leisure activities (e.g., tennis, chess)	1	2	3	4	47
Political events (community or civic meetings)	1	2	3	4	48
Personal or confidential conversations	1	2	3	4	49
Visiting in their homes	1	2	3	4	50
Hosting them in your home	1	2	3	4	51
Other activities	1	2	3	4	52

	Very often	Minority Colleagues			Never
		Often	Infrequently		
Informal parties and dinners	1	2	3	4	
Cultural affairs (concerts, etc.)	1	2	3	4	54
Spectator sports	1	2	3	4	55
Sports and leisure activities (e.g., tennis, chess)	1	2	3	4	58
Political events (community or civic meetings)	1	2	3	4	57
Personal or confidential conversations	1	2	3	4	58
Visiting in their homes	1	2	3	4	59
Hosting them in your home	1	2	3	4	60
Other activities	1	2	3	4	61

2. How would you characterize relations with white members of your department? (Write the response below)

3. In your view, how important are the following activities in increasing the chances of a minority professional for tenure or promotion?

	Very Important	Important	Somewhat Important	Not Important	Don't Know
Membership on committees that shape academic policy	1	2	3	4	5
Membership on committees that impact on students	1	2	3	4	5
Membership on committees concerned with affirmative action	1	2	3	4	5
A leadership role in the union	1	2	3	4	5
A leadership role among minority faculty	1	2	3	4	5
Sustained informal relations with key administrators	1	2	3	4	5
Participation in joint research projects	1	2	3	4	5
Others _____	1	2	3	4	5

4. Do you currently serve on any committees?

1. Yes 2. No (Go to question #7)

5. If yes, how many of these committees are: (Enter the numbers on the lines below)

Appointed _____

Elected _____ 283

Please circle all answers unless there are separate instructions.

8. Do any of these committees make decisions on hiring, promotion/tenure, or merit increases?

	Hiring	Promotion/Tenure	Merit Increases
Yes	1	1	1
No	2	2	2

75-77

7. In the past
- three
- years, have you served on any committees that make decisions on hiring, promotion, tenure or merit increases?

1. Yes 2. No

If yes, were you: 1. Appointed 2. Elected

78

79

8. What are the activities of the committees (e.g., student affairs, promotion, affirmative action,) on which minority staff members are
- most likely*
- to serve? (Please indicate the type below.)

80

7

9. How would you rate the chances of minorities to serve on the following committees or decision-making bodies?

Committees on:	Better than whites	As good as whites	Poor in comparison to whites	No chance at all
Academic policy	1	2	3	4
Tenure	1	2	3	4
Promotion	1	2	3	4
Hiring	1	2	3	4
Affirmative Action	1	2	3	4
Student Affairs	1	2	3	4
College Senate	1	2	3	4
Other governance bodies	1	2	3	4

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12

13

14

10. Does your institution have a designated affirmative action officer?

1. Yes 2. No (Go to question #13)

15

11. Is the affirmative action officer:

1. Male 2. Female

1. Black 2. Hispanic 3. Asian 4. White 5. Other

16

17

12. How effective do you perceive the affirmative action officer to be in assisting minority staff members with problems of promotion and tenure?

1. Very effective 3. Ineffective
2. Effective 4. Don't know

18

13. Does your institution have an affirmative action plan?

1. Yes 2. No (Go to question #16) 3. Don't know (Go to question #16)

19

14. Have you read the affirmative action plan? 284

1. Yes 2. No

20

Please circle all answers unless there are separate instructions.

15. If you have read the affirmative action plan, how effectively does the plan address the following?

	Effectively	Ineffectively	Not at all	No Opinion
Hiring of minority faculty	1	2	3	4
Hiring of minority administrators	1	2	3	4
Promotion of minority faculty	1	2	3	4
Promotion of minority administrators	1	2	3	4
Tenure of minority faculty	1	2	3	4
Hiring of minority faculty in departments with few or no minority faculty members	1	2	3	4
Complaints of discrimination.	1	2	3	4
Other problems or issues _____	1	2	3	4

16. Do you agree that federal agencies should become involved or increase their involvement in the following higher educational activities?

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Monitoring the hiring of minorities	1	2	3	4	5
Establishment of more rigorous procedures for evaluating affirmative action plans	1	2	3	4	5
Review of tenure procedures	1	2	3	4	5
Review of promotion practices	1	2	3	4	5
Monitoring the granting of federal research funds	1	2	3	4	5
Others (please specify) _____	1	2	3	4	5

17. In your opinion, what effect would increased monitoring of affirmative action by federal agencies have on the following:

	It might lead to fairer procedures	It might be harmful	There would be no impact
Hiring of faculty	1	2	3
Implementation of affirmative action plans	1	2	3
Awarding of federal research funds	1	2	3
Awarding of tenure to minority faculty	1	2	3
Promotion of professionals	1	2	3
Other activities _____	1	2	3

18. How involved are you in racial issues on your campus?

1. Very active 2. Somewhat active 3. Active 4. Inactive

19. How involved are you in racial issues that affect your local community or the nation?

1. Very active 2. Somewhat active 3. Active 4. Inactive

Please circle all answers unless there are separate instructions.

1. Do you have knowledge of any denials of tenure to minority professionals in the last three years?

	Yes	No	Don't know	
Blacks	1	2	3	43
Hispanics	1	2	3	44
Asians	1	2	3	45
Others	1	2	3	46

2. Do you know why they were denied tenure?

1. Yes 2. No

If yes, why

3. Were any of these people in your department?

1. Yes 2. No

4. If possible, please rank the three reasons usually given by your institution for denying tenure to minority professionals. (Enter a 1 by the reason given most frequently, etc.)

1. Lack of community service ()
2. Retrenchment for economic reasons ()
3. Lack of publications ()
4. Lack of committee work ()
5. Poor teaching ()
6. Poor interpersonal relations ()
7. Failure to earn an advanced degree ()
8. Other(s) ()

specify

5. To your knowledge, are there certain departments or divisions within your institution with a high proportion of minorities who have not been reappointed?

1. Yes 2. No

If yes, please list the names of the departments and include the reasons

Please list

6. In your judgement, how helpful are professional organizations (e.g., unions) in dealing with minority employment and promotion problems on your campus?

1. Very helpful 2. Helpful 3. Not helpful 4. They hinder minority advancement

7. In your judgement, have less competent whites been hired, promoted or tenured over more competent minorities within the last three years at your institution?

	A great many	Some	None	
Hired	1	2	3	59
Promoted	1	2	3	60
Tenured	1	2	3	61

8. Based on your experiences and those of your colleagues, what are the remedies available to minorities faced with problems of promotion and tenure or protecting their jobs?

NATIONAL URBAN LEAGUE

500 East 62nd Street
New York, N.Y. 10021

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Programs

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Director
Department of Career Training
and Economic Resources

CAROL GIBSON
Associate Director
Education and Career Development

WALTER W. STAFFORD, Ph.D.
Project Coordinator

CAROL WHITE, M.Ed.
Research Assistant

DEBORAH A. YOUNG
Special Assistant

Your contribution to this project is greatly appreciated.

E.

MATRIX OF VARIABLES, MINORITY PROFESSIONALS QUESTIONNAIRE

APPENDIX E

Matrix of the Variables

Minority Professionals Questionnaires

- I. Institutional Participation
 - A. Department within institution
 - B. Number of years in rank

- II. Career Pattern/Mentoring
 - A. Persons encouraging higher education career
 - B. Reasons for selecting higher education
 - 1. Age
 - C. Mentor
 - 1. race
 - 2. sex
 - 3. current relationship
 - D. First job offer
 - 1. How found/recruited?
 - 2. Minority responsibilities?
 - 3. Characteristics/Racial
 - 1. Student body - First job, Second job
 - 2. Faculty

- III. Career Satisfaction
 - A. Number jobs in 5 years
 - B. Reason for change
 - C. How likely to leave current job in next 5 years
 - D. How likely to be in Higher Education 5 years
 - E. Job Satisfaction
 - F. Comparison with whites
 - G. Size of classes
 - H. Fairness of Evaluation
 - I. Institutional Support
 - J. Knowledge of P & T procedures
 - K. Knowledge of Institutional Policy & Procedure
 - L. Chances for Tenure

- IV. Perceived Institutional Sensitivity to Minority Issues
 - A. Race of student factor in leaving
 - B. Race of students factor in evaluation
 - C. Minority Adjustment factor in Evaluation
 - D. Responsibility for Minority students
 - E. Institutional Commitment & Effectiveness re: Affirmative Action
 - F. Knowledge of Minority ReAppointment Denials
 - G. Comparisons of Competence re: hiring, promotion, tenure white VS minority.

- V. Institutional & Professionals Demands
 - A. Evaluation of teaching
 - B. Number & Nature of publications
 - C. Conference Presentations
 - D. Service to college colleagues-Appointed VS Elected
 - D. Extent of Involvement in Professional Associations

- VI. Informal Professional Association with colleagues
 - A. Association with white colleagues
 - B. Association with minority colleagues

- VII. Sense of Political Efficacy
 - A. Service on Influential Committees
 - 1. Promotion
 - 2. Hiring
 - 3. Tenure
 - 4. Salary
 - B. Involvement in Racial Issues
 - 1. Campus
 - 2. Local National
 - C. Have Unions been liability of Asset.
 - D. Available Remedies for P & T problems

VIII. Sense of Institutional Efficacy

- A. Perceived need for Active Federal Intervention
- B. Perceived need for Federal Monitoring

IX. Demographic Characteristics

- A. Age
- B. SES Parents
- C. Ethnicity
- D. Sex
- E. Region of H. S. Education
- F. Salary
- G. Sources of Support for Terminal Degree
- H. Prestige of undergraduate and graduate colleges where they matriculated and received degree

X. Institutional Characteristics

- A. Type of Institution Employed In
- B. Composition of Current Student Body
- C. Racial Composition of High School
- D. Racial Composition of Undergraduate School

XI. Personal Professional Characteristics

- A. Rank/Tenure
- B. Professional Interest
- C. Time in Higher Education
- D. Time in current Institution
- E. Age of Tenure

F.

NATIONAL URBAN LEAGUE AFFILIATES QUESTIONNAIRE

TRI-STATE MINORITY FACULTY PROJECT

QUESTIONNAIRE

NAME OF AFFILIATE/ORGANIZATION _____
 ADDRESS _____ TEL. () _____
 CITY _____ STATE _____ ZIP CODE _____
 NAME OF EDUCATION DIRECTOR _____
 NAME OF PERSON COMPLETING QUESTIONNAIRE _____

1. PLEASE IDENTIFY THE COLLEGES AND UNIVERSITIES IN YOUR CITY.

FOUR YEAR OR GRADUATE

A. _____
 B. _____
 C. _____
 D. _____
 E. _____

TWO YEAR

A. _____
 B. _____
 C. _____
 D. _____
 E. _____

2. HAVE YOU ESTABLISHED ANY RELATIONSHIPS WITH THE COLLEGES OR UNIVERSITIES? YES___ NO___
 3. WHAT KINDS OF RELATIONSHIPS/PROGRAMS HAVE YOU ESTABLISHED?

NAME OF INSTITUTION

TYPE OF RELATIONSHIP

FUNDING SOURCE

A. _____	A. _____	A. _____
B. _____	B. _____	B. _____
C. _____	C. _____	C. _____
D. _____	D. _____	D. _____
E. _____	E. _____	E. _____

4. WHAT KINDS OF MINORITY STUDENT PROBLEMS HAVE YOU IDENTIFIED ON THESE CAMPUSES?

5. WHAT KINDS OF MINORITY FACULTY PROBLEMS HAVE YOU IDENTIFIED ON THESE CAMPUSES?

6. WHAT ARE THE PROBLEMS OF MINORITY ADMINISTRATORS?

7. HAVE MINORITY STUDENTS SOUGHT YOUR ADVICE AND HELP? YES___ NO___ IF YES, IN WHAT WAYS?

8. HAVE MINORITY FACULTY MEMBERS SOUGHT YOUR ADVICE OR ATTEMPTED TO ESTABLISH COMMUNITY PROGRAMS? YES___ NO___ (PLEASE DESCRIBE) _____

9. HAVE MINORITY ADMINISTRATORS SOUGHT YOUR ADVICE OR ATTEMPTED TO ESTABLISH COMMUNITY PROGRAMS? YES___ NO___ (PLEASE DESCRIBE) _____

10. IN GENERAL, HOW WOULD YOU CHARACTERIZE YOUR RELATIONSHIPS WITH THE MINORITY PROFESSIONALS ON CAMPUSES? _____

11. HAVE YOU SOLICITED SUPPORT FROM MINORITY FACULTY? YES___ NO___ (PLEASE DESCRIBE) _____

12. HOW DO YOU THINK YOUR RELATIONSHIPS WITH MINORITY PROFESSIONALS CAN BE IMPROVED? _____

13. IN GENERAL, HOW WOULD YOU CHARACTERIZE YOUR RELATIONS WITH WHITE FACULTY AND WHITE ADMINISTRATORS? _____

14. HOW DO YOU THINK THESE RELATIONSHIPS CAN BE IMPROVED? _____

15. WHAT PROGRAMS WOULD YOU SUGGEST TO INVOLVE URBAN LEAGUES WITH MINORITY STUDENTS, FACULTY AND ADMINISTRATORS? (SPECIFY) _____

16. WHAT TYPES OF NATIONAL HIGHER EDUCATIONAL PROJECTS SHOULD BE DEVELOPED TO SUPPORT LOCAL EFFORTS? _____

17. WHAT ISSUES/PROGRAMS SHOULD BE INITIATED ON THE NATIONAL LEVEL TO ASSIST YOU LOCALLY?

18. WHAT DO YOU THINK MINORITY HIGHER EDUCATION PROFESSIONALS COULD DO TO HELP ORGANIZATIONS AND MINORITY COMMUNITIES?

19. HOW CAN YOU IMPROVE YOUR RELATIONSHIPS WITH MINORITY UNDERGRADUATE/GRADUATE STUDENTS?

20. ARE ANY PROFESSIONALS FROM LOCAL UNIVERSITIES ON YOUR BOARD?

NAME OF PERSON

COLLEGE/UNIVERSITY

21. DOES ANY MEMBER OF YOUR ORGANIZATION SERVE ON A BOARD OF A LOCAL COLLEGE OR UNIVERSITY?

NAME OF BOARD

COLLEGE/UNIVERSITY

22. COMMENTS

G.

INTERVIEW GUIDE FOR WHITE ADMINISTRATIONS AND UNIONS

INTERVIEW GUIDE

General Questions

1. How many years have you worked in (a) higher education?
(b) in your current position?
2. Is teaching one of your current responsibilities? (a) Yes (b) No
3. To what extent do you participate in making and monitoring criterion for

Extensively Some Very Little Not at All

 - (a) the employment of teacher personnel
 - (b) the employment of administrators
 - (c) hiring and promotion guidelines
 - (d) affirmative action procedures
4. Based on your experiences in higher education, what have been the principle impediments to the hiring of
 - (a) Asian Males

Asian Females
 - (b) Black Males

Black Females
 - (c) Hispanic Males

Hispanic Females

5. What have been the procedures most commonly used in recruiting

(a) Asian Faculty

Asian Administrators

(b) Black Faculty

Black Administrators

(c) Hispanic Faculty

Hispanic Administrators

6. Which of the above groups has presented the most difficulty in recruiting?

7. Have you found recruiting and hiring nonwhite females different from that of males? Yes No (If Yes, why)

8. Once hired, what have been the major impediments to the promotion of

(a) Asian Males

Asian Females

(b) Black Males

Black Females

(c) Hispanic Males

Hispanic Females

9. What have been the major barriers faced by the following groups in obtaining tenure?

(a) Asian Males

Asian Females

(b) Black Males

Black Females

(c) Hispanic Males

Hispanic Females

10. What would you say are the major aspects of job (a) satisfaction?
(b) dissatisfaction?
11. The findings from our study suggest that non white professionals feel that community activities and assistance to nonwhite students are not given sufficient weight in the tenure review. In your opinion, is this true at your institution? Yes No (If so, why?)
12. Irrespective of the race of the candidate, what are the three reasons usually given by your institution for denying tenure?
- (a)
- (b)
- (c)
13. Over the years, how would you contrast the problems faced by whites and nonwhites in obtaining tenure?

14. In your opinion, what were the reasons for the low number of nonwhite professionals hired in predominantly white universities prior to the 1970's?
- (a) Asians
 - (b) Blacks
 - (c) Hispanics
15. In your opinion, what effect did the federal affirmative action guidelines of the early 1970's have on the increased employment of:
- (a) Asian Males
Asian Females
 - (b) Black Males
Black Females
 - (c) Hispanic Males
Hispanic Females
16. Which group of nonwhites do you think gained the most from the affirmative action effort of the early 1970's? Why?
17. Thinking about the early 1970's, how would you describe the attitude of white professionals in higher education towards federal affirmative action guidelines?
18. Thinking about the early 1970's, how would you describe the attitude of white professionals in higher education towards the increased employment of nonwhites?

19. Do you think the attitudes of white professionals about federal affirmative programs in higher education have changed since the early 1970's? How?
20. Do you think that the attitudes of white professionals has changed towards their nonwhite colleagues since the 1970's?
21. Have you had difficulty in retaining nonwhite professionals at your institution? Yes No . If Yes, which group(s) have presented the most difficulties and why?
22. In our survey, we found that there is little sustained informal contact between nonwhite and white professionals on campuses. In your opinion, why does the continued isolation exist?
23. Do you think that the social isolation of nonwhites has limited their opportunities for advancement? How?
24. To your knowledge has the social isolation of nonwhites resulted in their leaving teaching administrative jobs
25. What have been the most common reasons cited by the following groups for leaving higher education or your institution?
 - (a) Asian Males

Asian Females
 - (b) Black Males

Black Females
 - (c) Hispanic Males

Hispanic Females

26. Would you say that the problems faced by nonwhite faculty are similar to those of junior white faculty members? Yes No . How?
27. Irrespective of the race and sex, how would you describe the career paths of those who:
- (a) became top administrators/executives?
 - (b) continually attracted large research grants?
28. In your opinion, how important is a mentor in graduate school for later success in
- | | Very
Important | Important | Unimportant |
|---|-------------------|-----------|-------------|
| (a) getting hired at prestigious institutions | | | |
| (b) obtaining research funds? | | | |
| (c) providing access to influential decision makers | | | |
| (d) getting published in referred journals? | | | |
29. How does the mentor system work for the above factors? Has it changed in the last decade? Yes No (If so, how?)
30. What in your opinion accounts for the low number of federal research grants awarded to nonwhites?
31. In our research, we found that nonwhites were generally limited to a few committees, principally those relating to affirmative action, and student affairs. Is this true at you institution? If so, what accounts for the limited nonwhite participation on committees establishing university-wide policies?

32. Our findings suggest that nonwhites have little confidence in the affirmative action officers at their institutions. Why do you think there is such a low level of confidence?

33. How much emphasis is placed on affirmative action planning and implementation at your institution?

A Great Deal	Some	Very Little	None
-----------------	------	----------------	------

(a) Planning

(b) Implementation

(c) How are plans monitored?

34. In our research, we found that about three-fourths of the respondents felt that the federal government should become more involved in monitoring the hiring and promotion activities of institutions of higher education.

First, do you agree? Yes No (If yes, why?)

Second, what effect do you think increased federal monitoring of affirmative action would have on

(a) hiring?

(b) promotion?

(c) tenure?

(d) obtaining research funds?

35. We also found that about three-fourths of the respondents felt that unions failed to represent nonwhites in their quest for promotion and tenure. Why do you think the respondents indicated this lack of confidence?

36. In your opinion, what accounts for the small increase of nonwhite professionals in higher education in recent years?
37. Does your institution have any special programs to recruit nonwhite faculty and executives? If so, what kind?
38. What would you say needs to be done to increase and retain minority professionals in predominantly white universities in the future?

H.

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